

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Comprehensive Centers (CC) Program CFDA Number 84.283B

CFDA # 84.283B

PR/Award # S283B190033

Grants.gov Tracking#: GRANT12861506

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: May 24, 2019

PR/Award # S283B190033

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1236-SF424Cong districts)</i>	e6
2. Standard Budget Sheet (ED 524)	e7
3. Assurances Non-Construction Programs (SF 424B)	e9
4. Disclosure Of Lobbying Activities (SF-LLL)	e11
5. ED GEPA427 Form	e12
<i>Attachment - 1 (1238-GEPA statement)</i>	e13
6. Grants.gov Lobbying Form	e16
7. Dept of Education Supplemental Information for SF-424	e17
8. ED Abstract Narrative Form	e18
<i>Attachment - 1 (1235-EdNW Reg17 CC Abstract)</i>	e19
9. Project Narrative Form	e21
<i>Attachment - 1 (1234-EdNW Reg17 CC Narrative)</i>	e22
10. Other Narrative Form	e106
<i>Attachment - 1 (1239-EdNW Reg17 CC Appendices)</i>	e107
11. Budget Narrative Form	e189
<i>Attachment - 1 (1237-EdNW Budget Narrative - Region 17)</i>	e190

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/23/2019

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Education Northwest

* b. Employer/Taxpayer Identification Number (EIN/TIN):

93-0553346

* c. Organizational DUNS:

0497936490000

d. Address:

* Street1:

101 SW Main Street Suite 500

Street2:

* City:

Portland

County/Parish:

* State:

OR: Oregon

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

97204-3213

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Marybeth

Middle Name:

* Last Name:

Flachbart

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

503-275-9636

Fax Number:

* Email:

Marybeth.Flachbart@educationnorthwest.org

PR/Award # S283B190033

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.283

CFDA Title:

Comprehensive Centers

* 12. Funding Opportunity Number:

ED-GRANTS-040419-001

* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Centers (CC) Program CFDA Number 84.283B

13. Competition Identification Number:

84-283B2019-1

Title:

Comprehensive Centers (CC) Program CFDA Number 84.283B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Regional Comprehensive Center - Region 17

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="5,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="5,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

SF-424 Congressional Districts

b. Additional Program/Project Congressional Districts

MT-All

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Education Northwest

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	349,181.00	330,732.00	333,650.00	335,431.00	336,975.00	1,685,969.00
2. Fringe Benefits	134,085.00	127,001.00	128,122.00	128,805.00	129,399.00	647,412.00
3. Travel	15,487.00	13,979.00	12,471.00	12,471.00	12,471.00	66,879.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	293.00	234.00	230.00	211.00	220.00	1,188.00
6. Contractual	205,000.00	200,000.00	200,000.00	200,000.00	200,000.00	1,005,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	119,181.00	150,265.00	147,738.00	145,293.00	143,146.00	705,623.00
9. Total Direct Costs (lines 1-8)	823,227.00	822,211.00	822,211.00	822,211.00	822,211.00	4,112,071.00
10. Indirect Costs*	176,773.00	177,789.00	177,789.00	177,789.00	177,789.00	887,929.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	5,000,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 01/01/2019 To: 12/31/2019 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S283B190033

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Education Northwest	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # S283B190033

Page e9

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Jennifer L Stepanek	Proposal Development Leader
APPLICANT ORGANIZATION	DATE SUBMITTED
Education Northwest	05/23/2019

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Education Northwest * Street 1: 101 SW Main Street, Suite 500 Street 2: * City: Portland State: OR: Oregon Zip: 97204-3213 Congressional District, if known: OR-001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Comprehensive Centers CFDA Number, if applicable: 84.283	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: NA Middle Name: * Last Name: NA Suffix: * Street 1: NA Street 2: * City: NA State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: NA Middle Name: * Last Name: NA Suffix: * Street 1: NA Street 2: * City: NA State: Zip: 97204		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Jennifer L Stepanek * Name: Prefix: * First Name: Jennifer Middle Name: * Last Name: Stepanek Suffix: Title: Telephone No.: Date: 05/23/2019		
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PR/Award # S283B190033

Page e11

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1238-GEPA statement.pdf

Add Attachment

Delete Attachment

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Assurance of Equitable Access

Education Northwest has a longstanding commitment to equity, diversity and inclusion. Our corporate policies and procedures ensure equitable access of students, teachers, family members, and others with special needs as provided in section 427 of GEPA. Policies and procedures ensuring equitable access are in place across all Education Northwest programs, and specific activities will be implemented in carrying out the work proposed here.

Corporate policies and procedures to ensure equitable access address the following issues and concerns:

- Leadership and staff professional development for enhancing equal educational opportunities
- Development of products, execution of services, and conduct of internal and external relationships in compliance with Title VI of the 1964 Civil Rights Act and Title IX regulations regarding discrimination on the basis of race, sex, national origin, color and disability
- Avoidance of cultural and ethnic stereotypes in Education Northwest products and services
- Conducting and promoting assessments of performance of students, teachers, and others in ways that are free of cultural and/or ethnic bias
- Offering services for participants without regard to gender, race, national origin, color, disability, or age
- Providing safeguards for the rights and welfare of all participants in research and development activities

- Requiring the use of facilities that are accessible for individuals with disabilities for all research, development, training, and dissemination activities
- Providing assistance where needed for participants with special needs, such as signing
- Establishing selection criteria for activity sites so as to ensure participation by representatives of organizations and agencies that have high concentrations of individuals with special needs and/or from varied cultural and ethnic backgrounds
- Ensuring special effort to recruit and secure participation from underrepresented populations in trainings and other activities
- Ensuring equal employment opportunities for all persons, prohibiting discrimination because of race, color, religion, sex, age, disability, marital status, sexual preference, national origin, or previous criminal record

The following are a few examples of possible barriers to participation in the Region 17 Center's services and activities and the strategies that we will use to address them.

Barrier: Families and students who are not fluent in English may not be able to access SEA materials and services.

Solution: As needed, will provide translation services at public events. We will translate all materials into Spanish and we will work with state agencies and districts to provide materials in other prominent languages such as Chinese, Russian, Somali, and Vietnamese. We will help smaller districts access and dispatch translators to schools and program sites.

Barrier: Students and families who come from cultures not traditionally represented may feel less prepared to navigate educational institutions or less comfortable interacting with educators.

Solution: We will help SEAs and recipients create a culturally responsive environment in their settings. In addition to the capacity building we provide, we will help our clients access professional development in culturally responsive practices.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Education Northwest

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

<input type="text"/>

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1235-EdNW Reg17 CC Abstract.pdf

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Abstract

Education Northwest proposes to operate the Regional Comprehensive Center for Idaho and Montana (Region 17 Center). Our unparalleled capability for this work is based on our deep knowledge of the region, highly qualified and experienced staff, well-defined approach to building capacity, and long history of successfully operating federal projects—including the Northwest Comprehensive Center, which has served Region 17 for the past seven years.

Education Northwest brings an innovative, well-defined approach that applies a unique set of tools to gauge state education agency (SEA) capacity in key implementation areas, targets technical assistance to address specific actions, and measures progress toward capacity-building goals. We will provide high-quality intensive capacity-building services to state clients and recipients to identify, implement, and sustain effective evidence-based programs, practices, and interventions that support improved educator and student outcomes, particularly disadvantaged students and students from rural and/or low-income communities (Absolute Priority 1). Our plan of work is aligned with key initiatives in each state and addresses the areas in which SEAs expressed the greatest need for technical assistance, including implementing school accountability and improvement systems, developing effective teachers and leaders, and serving students in rural schools.

Education Northwest has operated numerous projects through the U.S. Department of Education to carry out technical assistance and capacity building, including the Regional Educational Laboratory Northwest, NWCC, Region X Equity Assistance Center, and others. We provide services to states, districts, and schools that are tailored to their individual needs. We are joined by Side-by-Side Consulting, a woman-owned educational services firm based in Montana that provides coaching and professional development focused on systems and strategic processes that increase student achievement and improve teacher and leader effectiveness.

Our proposed activities are designed to help Idaho and Montana increase student access to effective instruction (Competitive Priority 2). Our state service plans reflect the regional priority to improve the supply and development of effective teachers (Priority 2a) and leaders (Priority 2b). For example, in Idaho we will help the SEA design and deliver modules on evidence-based instructional practices for adolescent literacy, supporting English learners, and mathematics problem solving. In Montana, we will work with the SEA to create a system for job-embedded coaching to build capacity for evidence-based instruction and increase instructional leadership in rural schools that serve high percentages of disadvantaged students.

The Region 16 Center will also empower families and individuals through access to educational choice for students served by rural LEAs, who are living in poverty, and who are served by high-poverty schools (Competitive Priority 3). We have carefully designed our approach to align with the needs and priorities of Idaho and Montana. For example, we will help the states to improve access to accelerated learning options such as dual credit and early college for economically disadvantaged students. We will support Montana's priorities to increase the number of career and technical education pathways that are available for students, such as apprenticeships and work-based learning. Our communications plan also includes activities that will help the two SEAs provide information about educational choices and pathways for students. One option is to develop a short video explaining what school choice looks like in Idaho. Or we can design an infographic illustrating the benefits of attaining dual credit or participating in CTE programs in Montana.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Contents

Significance	1
State Capacity-Building Needs	3
Approach to Building Capacity	15
Quality of the Project Design	25
Logic Model and Conceptual Framework	25
Capacity-Building Services	27
State and Regional Service Plans	33
Collaboration and Coordination With Key Partners	48
Management Plan	54
Quality of Project Personnel	61
Qualifications of Director	61
Qualifications of Key Staff	62
Additional Expertise	66
Personnel Management System	69
Knowledge of ESSA and Evidence-Based Programs	70
Delivering Capacity-Building Services	72
Quality of the Project Evaluation	78
Comprehensive Evaluation Approach	78
Independent, Knowledgeable, and Responsive Evaluation Team	79
Capacity to Conduct a Comprehensive and Informative Evaluation	82

Significance

Education Northwest has served the state and local education agencies of Idaho and Montana for more than 50 years. We have traveled the back roads from Sandpoint to Soda Springs and Whitefish to Wolf Point, listening to the needs and challenges of educators, administrators, and policymakers and working side by side with them to deliver the support they need. We have logged long hours at the Idaho State Department of Education (ISDE) in Boise and the Montana Office of Public Instruction (OPI) in Helena. Through the Northwest Regional Comprehensive Center (NWCC), the Regional Educational Laboratory (REL) Northwest, and hundreds of other projects, we have demonstrated the capacity and commitment to design and deliver capacity-building services that are targeted, relevant, and sustainable.

We understand the culture of Idaho and Montana. Educators in these two states have little patience for outside consultants and capacity-building providers who do not understand the local context, cannot deliver projects on time and within budget, and are not communicative and accessible. Both states have large rural populations, as well as strong traditions of local control and school choice. They are wary of government overreach, and they will not tolerate a generic, top-down, drive-by approach. In Idaho and Montana, trust, relationships, and reputations are essential—and they must be earned. Education Northwest has spent 50 years doing just that.

We also know the staff members at the state education agency (SEA) and local education agencies (LEAs) in these states are honest and open to collaboration. They know the magnitude of the challenges they face and the limitations of their capacity to meet them. For example, both Idaho and Montana continue to search for more efficient and effective ways to meet the requirements of the Every Student Succeeds Act (ESSA). The process of distributing funds, monitoring programs, providing support, and evaluating outcomes is challenging for any SEA, but it is particularly difficult when a majority of your high-need schools and communities are in rural and remote areas.

In Idaho, many of these schools and communities serve large populations of Hispanic students, many of whom are English learner students. In Montana, nearly all the highest-need areas are on or near American Indian reservations. The unique social and cultural needs of these populations can make it difficult for traditional schooling approaches to provide students with equitable access and outcomes. To be successful in this environment, the Region 17 Comprehensive Center (Region 17 Center) must foster cross-sector collaborations and partnerships, support the engagement and alignment of education and community systems and resources, foster innovative strategies for ensuring alignment and coherence with state frameworks and measures, and equip stakeholders with evidence-based practices for policy and program design and implementation.

Our staff has the knowledge, skills, and experience needed to do this challenging work. Education Northwest has a long track record of successfully managing large-scale projects and is positioned to conduct the majority of the work itself, with personnel and facilities located in Region 17. This will ensure consistent, high-quality service to the field; efficient management of activities; and effective working relationships in the region, as well as with the National Center and the U.S. Department of Education.

To bolster our capacity, we have strategically partnered with two women-owned education service firms. Side-by-Side Educational Consulting, based in Montana, provides scaffolded support for coaches, principals, and superintendents to increase teacher effectiveness and improve student outcomes over the long term. The firm's consultants also provide coaching and professional development focused on systems and strategic processes. Side-by-Side works with districts, private institutions, and state agencies across the country—including the SEAs in Idaho and Montana, as well as more than 40 LEAs across both states. We will also partner with Blueprint for Education, a firm specializing in the design and implementation of educator effectiveness systems and strategic planning.

This proposal describes Education Northwest’s strategies, plans, and qualifications for building the capacity of Idaho and Montana SEA staff members to implement and scale evidence-based programs, practices, and interventions. Our approach addresses the Regional Comprehensive Center priority areas: college and career readiness, ensuring equity and addressing issues of disproportionality, and supporting the lowest-performing schools. It also focuses on supporting recipients that are in rural areas, have high percentages or numbers of students from low-income families, and are implementing comprehensive support and improvement activities or targeted support and improvement activities.

We know the work that needs to be done in Idaho and Montana, and we believe we have the best combination of experience, knowledge, established relationships, and technical expertise to make the deepest impact for the largest number of stakeholders.

State Capacity-Building Needs

The Region 17 Center will provide capacity-building services to SEAs that face unique challenges and opportunities. Region 17 is predominantly rural and has a total population of 2.81 million. Unlike their counterparts in states with larger populations, the SEAs in Idaho and Montana set a vision for the state and implement federal and state policy—while providing direct assistance to districts, schools, and teachers. Low population density presents challenges in building and sustaining capacity at the state level. Due to the absence of regional education agencies, both Idaho and Montana have a small number of experts who travel long distances to provide face-to-face services and support to LEAs, schools, and families. Additionally, since both states have a relatively small student population, the allocation their SEAs can set aside to support districts and schools is much lower than their counterparts in states with larger student populations.

Education Northwest knows the conditions and challenges of Region 17 states—not from simply reading needs analyses or studying reports but from our staff members who live and

work in Idaho and Montana, our on-the-ground work with schools and districts, our relationships with educators, and our connections to students and communities.

Regional Demographics and Student Outcomes

Student and School Characteristics

As described in the U.S. Department of Education’s Northwest Regional Advisory Committee report (2016), Idaho and Montana face increasing numbers of students of low socioeconomic status, students with disabilities, English learner students, and migrant and homeless students (table 1). On average, compared with their peers in the entire United States, students in Region 17 are more likely to attend a Title I school. Idaho and Montana are challenged to meet the needs of the aforementioned diverse learners, close achievement gaps, and reduce dropout rates for all students.

Overall, Montana students are primarily White (79 percent), American Indian (11 percent), and Hispanic (4.5 percent). Idaho’s students are also predominantly White (77 percent), with a growing population of Hispanic students (18 percent). According to The Hispanic Profile Data Book for Idaho, Hispanic students account for 42 percent of K–12 public school enrollment growth between 2010/11 and 2015/16.

Table 1. Selected student groups in Region 17

State	Total number of students ¹	Percentage of English learner/limited English proficiency students ¹	Percentage of students with an individualized education program ¹	Number of migrant students eligible for services ²	Number of homeless students ³
Idaho	297,200	5.4	10.5	3,756	7,791
Montana	146,375	2.0	12.4	954	3,676
Region 17	443,575	4.3	11.1	4,710	11,467

Sources:

¹ U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD): 2016/17 (version 1a). State, district, and school-level universe survey files, from <http://nces.ed.gov/ccd/ccddata.asp>

² U.S. Department of Education, Consolidated State Performance Report (CSPR) data for 2014/15 reported on ED Data Express. Retrieved from <http://eddataexpress.ed.gov/state-tables-main.cfm>

³ U.S. Department of Education, Consolidated State Performance Report (CSPR) data for 2016/17 reported on ED Data Express. Retrieved from <http://eddataexpress.ed.gov/state-tables-main.cfm>

In addition, 78.9 percent of Montana districts and 57.1 percent of Idaho districts are classified as rural (table 2). Montana has over 400 school districts and over 800 schools (39 percent of which have fewer than 50 students).

Region 17 schools tend to be smaller than those in the nation as a whole, with an average enrollment of 200 students, and nearly 700 of these schools have five or fewer teachers. Small, rural, and remote schools have unique characteristics, such as multigrade classrooms, lack of available substitutes, reduced access to professional development opportunities, and greater difficulty recruiting and retaining highly qualified staff members. However, these schools also face many of the same challenges as suburban and urban schools. In addition, rural schools have unique assets, including strong connections to the local community and smaller class sizes, which offer more opportunities for personalized learning.

Table 2. Percentage of Region 17 school districts by locale

State	City	Suburb/town	Rural	Number of districts
Idaho	10.4	32.5	57.1	163
Montana	2.6	18.5	78.9	498
Region 17	6.5	25.5	68	661

Source: U.S. Department of Education, National Center for Education Statistics, Education Demographic and Geographic Estimates (Agency Data): 2017–18. Retrieved from <https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>

Socioeconomic Indicators

Poverty is a significant issue facing many families in Region 17; 47 percent of students in Idaho and 44 percent of students in Montana are from a low-income household. In these states, the achievement gap for students from low-income households compared with their higher-income peers is about 25 percentage points, depending on grade level and assessment. Further, in both Idaho and Montana, students eligible for free or reduced-price lunch represent over a third of the region's student population.

Table 3. The socioeconomic status of Region 17 students (compared with all U.S. students)

State	Percentage of students eligible for free or reduced-price lunch	Total number of families	Percentage of families below the poverty level	Percentage of families with children below the poverty level
Idaho	45.8	414,227	10.0	15.6
Montana	45.3	260,749	9.1	15.6
United States	51.8	78,298,703	10.5	16.7

Sources:

U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD): 2016/17 (version 1a). State, district, and school-level universe survey files, from <http://nces.ed.gov/ccd/ccddata.asp>U.S. Census Bureau, 2013-2017 American Community Survey Five-Year Estimates, Poverty Status in the Past 12 Months of Families (Table S1702). Retrieved from <http://factfinder.census.gov/>

Indicators of Student Achievement

Indicators of student achievement include scores on the most recent National Assessment of Educational Progress tests, schools that are identified for comprehensive school improvement (CSI) and targeted school improvement (TSI) services, and dropout rates.

Table 4. Percentage of Region 17 students who scored at or above proficient in reading and math (compared with all U.S. students)

State	Grade 4 reading	Grade 8 reading	Grade 4 math	Grade 8 math
Idaho	38	39	40	35
Montana	38	35	41	37
United States	37	36	40	34

Sources: U.S. Department of Education, National Assessment of Educational Progress 2017, State data tables. Retrieved from https://www.nationsreportcard.gov/math_2017 and https://www.nationsreportcard.gov/reading_2017

In Montana, there is a significant achievement gap on state assessment scores between American Indian and White students. For English language arts in 2017/18, there was a difference of 32.4 percentage points, and the difference in math was 28.8 percentage points. In Idaho in 2017, there was an 8 percentage point gap in ISAT English language arts achievement between students in rural and non-rural school districts, as well as a 7 percentage point gap in math (Idaho State Department of Education, 2017).

Graduation rates, particularly for American Indian students, are a high-priority need in Idaho and Montana. Although the overall high school dropout rate continued to drop in 2016/17 to 3.3 percent, for American Indian students, the dropout rate increased to 8.5 percent after a historical low of 8 percent in 2015/16

Table 5. Region 17 public high school four-year adjusted cohort graduation rate, by student group

State	Total	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities
Idaho	79.7%	66%	85%	74.8%	70%	81.1%	71.6%	75%	61%
Montana	85.8%	69%	91%	80%	81%	88.7%	76.6%	63%	77%

Source: https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2016-17.asp

Idaho and Montana have identified a set of schools that are receiving CSI and TSI services (table 6). In Idaho, 141 public schools (19 percent) have been prioritized for improvement. In Montana, 81 public schools (about 10 percent) have been identified to receive support. These schools are distributed across elementary, secondary, and alternative settings. Schools are identified as being the lowest performing according to each state's ESSA plan and in coordination with other state policies, such as accreditation requirements, due to low achievement or graduation rates (CSI) or low achievement rates among targeted student groups (TSI).

Table 6. The number of Region 17 schools receiving comprehensive and targeted support

State	CSI K–8	CSI high school	CSI graduation	TSI	Additional TSI
Idaho	22	7	45	n/a	67
Montana	24	4	7	46	n/a

Sources:

Idaho CSI schools: <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2018/Schools-identified-for-comprehensive-support-and-improvement.xls>

Idaho TSI schools: <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2018/2018-Targeted-Support-and-Improvement-Summary.pdf>

Montana CSI list: <http://opi.mt.gov/Portals/182/ESEA/2019%20Comprehensive%20List.pdf?ver=2019-03-28-140059-957>

Montana TSI list: <http://opi.mt.gov/Portals/182/ESEA/2019%20Targeted%20List.pdf?ver=2019-03-28-140059-957>

State Initiatives, Policies, and Legislation

Region 17 states are tackling significant issues in education that include achieving the goals in their approved ESSA plans, retaining teachers and leaders, providing culturally relevant curricula and instruction, supporting preschool programs, and ensuring all students are prepared for postsecondary education and careers.

Idaho

As part of her vision for ISDE, Superintendent of Public Instruction Sherri Ybarra established three principles (*the needs of children must drive any necessary change, every student can learn and must have a highly effective teacher in every classroom, and current and new resources must focus on the demands of the 21st century*) and three priorities (*all Idaho students persevere in life and are ready for college and careers, all education stakeholders in Idaho are mutually responsible for accountability and student progress, and Idaho attracts and retains great teachers and leaders*).

More Idaho schools are moving away from the current time-based system to a mastery-based system to allow for a more personalized and differentiated learning experience for students (Roccograndi & Stiefvater, 2019). The mastery model is an extension of Idaho's commitment to improve the number of students pursuing postsecondary degrees and/or certifications. The state is focused on increasing access to Advanced Opportunities (such as dual-credit courses and career and technical education) and encouraging students to individualize their high school learning plan so they can get a head start on their future. In 2017/18, 25,085 Idaho students earned 184,794 college credits while in high school. The state's goal is to increase this number and the percentage of low-income students in rural communities enrolled in dual-credit programs.

Mastery education requires focus on explicit, measurable, and transferable learning objectives that will empower students and prepare them for the 21st century. Supporting scale-

up of this shift will demand two-way communication with families so that students can access the range of educational choices and pathways available to them.

Idaho is one of only four states that does not provide public funding for preschools. ISDE has not applied for federal Preschool Development Grant funds because the state Legislature has not allowed allocation of state funds for pre-K programs. Despite these roadblocks, a growing number of policymakers and influential stakeholders (including Idaho Business for Education, J.A. and Kathryn Albertson Family Foundation, Idaho Association of School Administrators, and Idaho Voices for Children) are advocating for a preschool funding bill.

Table 7. Overview of Idaho's ESSA Plan

Goals	
By 2022:	
<ul style="list-style-type: none"> • Cut the share of non-proficient students among all students and student groups by a third • 61.1 percent proficiency in math for all students • 68.7 percent proficiency in English language arts for all students • 94.9 graduation rate for all students 	
Indicators and Weights Elementary/Middle School	Indicators and Weights High School
<ul style="list-style-type: none"> • English language proficiency/progress (30%) • Student achievement (60%) • Student/parent engagement (10%) 	<ul style="list-style-type: none"> • College and/or career readiness (10%) • English language proficiency/progress (22.5%) • Graduation rate (22.5%) • Student achievement (45%)

Source: Idaho State Department of Education and Idaho State Board of Education, 2019.

Montana

Elsie Arntzen, Montana's superintendent of public instruction, has identified four initiatives to serve the state's students and educators: Montana Hope, Montana Teach, Montana Learn, and Montana Ready. Montana Hope encompasses mental health, suicide prevention, and school safety. Montana Teach is aimed at growing the teaching profession and ensuring every student has access to high-quality instruction. Montana Learn is designed to close achievement gaps and create individualized learning opportunities that allow students to grow academically.

Montana Ready is focused on increasing career and technical education opportunities throughout the state.

Montana's Cultural Integrity Commitment Act promotes innovative, culturally relevant Indian language immersion programs for Indian and non-Indian students. The goal is to raise student achievement, strengthen families, and preserve and perpetuate Indian languages and cultures throughout Indian Country and Montana. Districts are encouraged to create Indian language immersion programs; collaborate with other districts, the Montana Digital Academy, tribal governments, and tribal colleges; use American Indian language and culture specialists as teachers of language and culture; and look to existing Native language schools in Montana and around the world for guidance and best practices.

Through the Montana Advanced Opportunity Act, districts are creating and implementing experiential, online, and other learning opportunities that are designed to advance postsecondary career and educational success for students. Qualifying districts are using adult education funds to support advanced opportunities in an amount up to 25 percent of state-provided advanced opportunity aid. An appropriation of \$750,000 from the state general fund is provided for distributions of advanced opportunity aid to begin in FY2021.

Other new legislation addresses the recruitment and retention of high-quality K–12 educators by renewing the Montana Quality Educator Loan Assistance Program for rural schools. Newly hired teachers who teach a subject that has been identified as a critical quality educator shortage area are eligible to receive loan assistance from the state.

Table 8. Overview of Montana's ESSA Plan

Goals	
By 2022/23:	
<ul style="list-style-type: none"> • Reduce the number of students who are not proficient or not graduating by 4 percentage points each year • Achieve a 90 percent graduation rate 	
Indicators and Weights Elementary/Middle School	Indicators and Weights High School
<ul style="list-style-type: none"> • Attendance/chronic absenteeism (20%) • English language proficiency/progress (10%) • School climate/culture (5%) • Science achievement/growth (10%) • Student achievement (25%) • Student growth (30%) 	<ul style="list-style-type: none"> • Attendance/chronic absenteeism (15%) • College and/or career readiness (15%) • English language proficiency/progress (10%) • High school graduation rates (25%) • School climate/culture (5%) • Student achievement (30%)

Source: Montana Office of Public Instruction, 2018.

Goals and Emerging Priorities

We have identified two high-leverage focus areas that are common across Region 17:

- The supply and development of effective teachers and leaders
- School accountability and support systems, with a particular emphasis on ensuring effective instruction for students in rural schools and American Indian students

These focus areas were selected because they affect substantial numbers of students in Idaho and Montana, they are important regional policy priorities, and they directly address the goal of promoting equitable outcomes for all students in the region. They reflect input from SEA leadership teams and our experience working in Idaho and Montana, as well as the results of two regional analyses: the Regional Advisory Committee report and the REL Northwest regional needs assessment.

The Regional Advisory Committee report gathered feedback from stakeholders across the Northwest regarding their most pressing educational needs. The six priority areas identified for Idaho and Montana were: (1) preparing students for college and career; (2) recruitment and retention of highly qualified educators and leaders; (3) addressing disproportionalities in

educational equity, including funding; (4) promoting and implementing personalized learning; (5) supporting the lowest-performing schools and closing achievement gaps; and (6) improving assessment and accountability.

The REL Northwest regional needs assessment, conducted in 2019, identified five high-leverage focus areas: (1) supply and development of effective teachers, (2) appropriate supports for English learner students, (3) an equitable start in learning, (4) high school graduation and postsecondary education success, and (5) accountability system design and implementation.

Supply and Development of Effective Teachers and School Leaders

A recent report from the U.S. Department of Education documents teacher shortages throughout the country, especially in high-need subject areas (such as bilingual education, English language acquisition, foreign languages, math, reading, science, and special education). These shortages are particularly acute in schools that serve diverse and low-income students (U.S. Department of Education, 2015).

Region 17 is no exception to this trend. Montana is addressing a lack of quality educators in high-need schools in the areas of special education, career and technical education, and math (Mohr & Furois, 2017). In addition, one in five Idaho teachers do not return to their school the next year, and students with the greatest academic and economic needs have the least experienced teachers (Hanson & Yoon, 2018).

Attrition is a major factor in these teacher shortages; the national rate of teacher attrition is rising, especially compared with late 1980s and early 1990s levels (Goldring, Taie, & Riddles, 2014). Idaho's teacher attrition rate is 10 percent, two points above the national average (Linder & McHugh, 2018), and Montana has the sixth-highest teacher turnover rate in the nation (Carver-Thomas & Darling-Hammond, 2017). In addition, Idaho has a growing need for teachers who are certified or licensed to teach English learner students and more content area teachers who understand how to support language development (Takanishi & Le Menestrel, 2017).

Strategies for recruiting and retaining teachers in Region 17 include “Grow Your Own” programs, in which educational assistants receive support to get their teaching certificates, as well as legislation to increase district funding to support teacher development. Additionally, Montana State University’s Indian Leadership Education and Development Project seeks to develop principals and school leaders who reflect the state’s large population of American Indian students.

Idaho is using ESSA funds to address its school leader shortage through three programs. The first program is the Idaho Superintendents Network, a leadership community focused on teaching and learning. The second program is the Idaho Principal Mentoring Project, which provides early-career principals with mentors who coach them through the tasks of improvement via bimonthly visits and biweekly high-performance phone calls. Mentors work with mentees to create a customized plan that focuses on developing the skills and dispositions in four critical areas of school-level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction. The third program is the Idaho Principals Network, a professional learning community focused on increasing the effectiveness of the instructional core.¹

The Region 17 Center will help Idaho and Montana increase students’ access to effective instruction—particularly in rural schools—by building capacity for instructional leadership through professional learning and job-embedded coaching and by facilitating a cross-state network focused on implementing evidence-based instructional practices. We will work with Sara Kraemer of Blueprint for Education to bring together state leaders from Idaho and Montana to review other states’ promising practices, as well as identify strategies, policies, and programs that are specifically designed for rural communities.

¹ <http://www.sde.idaho.gov/federal-programs/sis/>

School Accountability and Support Systems

ESSA gives states significantly more control over how they measure and evaluate school and district performance and support improvement. For example, states are now able to deploy nonacademic measures (such as social and emotional learning or school climate and student discipline) in their accountability systems. This flexibility comes with significant challenges for SEAs, including decisions about the best measures to use, how to collect and validate measures, and how much weight to give them in accountability calculations. SEAs are also grappling with ways to share accountability information with educators and the public, how to identify effective improvement strategies, and how to allocate resources for school and district support activities.

With the assistance of the NWCC over the past three years, states have begun to identify the three categories of schools in need of improvement: CSI schools, TSI schools, and Additional Targeted Support and Improvement (ATSI) schools. Region 17 SEA and LEA staff members have requested support to increase their knowledge of school improvement research and to identify mechanisms that can help with providing appropriate levels of support to schools, particularly low-resourced schools, rural schools, and schools that serve large numbers or proportions of American Indian students. The Region 17 Center will help states and districts identify evidence-based interventions, as well as develop monitoring processes for the implementation of interventions and measure their effectiveness.

ESSA provides opportunities and challenges for states on implementing programs and models to support social and emotional learning. Such programs are designed to increase students' sense of belonging, foster growth mindsets among students and educators, and increase students' capacity for self-regulation. Additionally, states are struggling to find affordable formative and summative assessment tools that will provide reliable information about students' social and emotional learning needs and outcomes without overburdening schools. Research suggests social and emotional learning and career and technical education

have the potential to stimulate student success through increased engagement and persistence, ultimately promoting higher high school graduation rates (Durlak, Weissberg, & Pachan, 2010; Hodara & Pierson, 2018; Moroney, Newman, Smith, McGovern, & Yohalem, 2014; Perry, Liu, & Pabian, 2010; Rumberger et al., 2017). These forms of learning can be especially important for students in rural schools.

Region 17 Center staff members will bring together both SEAs to identify what is working in their approach to school improvement, what can be improved, and how they can collectively (across states) scale up the use of evidence-based school improvement frameworks.

Table 9. Projects and priorities for Region 17

Project	Regional Priorities
Idaho	
Building ISDE's capacity to carry out consolidated plans	School accountability and support systems
Supporting CSI and TSI schools	School accountability and support systems
Montana	
Monitoring, evaluating, and re-visioning the state's approach to providing CSI and TSI	School accountability and support systems
Increasing instructional leadership in rural schools serving high percentages of disadvantaged students	Supply and development of effective teacher and leaders
Regional	
Rural Schools Network	Supply and development of effective teacher and leaders

Approach to Building Capacity

Education Northwest understands the many factors and conditions that influence an SEA's ability to successfully implement initiatives that lead to improved student outcomes. We also know that building SEA capacity to lead this work is complex and is affected by the often dynamic environment at the state level. To respond flexibly and effectively to state context, Education Northwest uses an explicit capacity-building process based on evidence and field experience. This process focuses our SEA clients and recipients on key action steps such as

identifying needs, developing a theory of action, supporting implementation, monitoring progress, and evaluating results.

Our learning-by-doing approach to capacity-building gives us credibility with our SEA partners and ensures that our services target critical needs and key programs. Building trust and working closely with SEA leaders, we demonstrate that alongside our rigorous approach is a flexibility and responsiveness to each state's strengths, needs, and priorities. With these capacities in place, Education Northwest is well positioned to launch a strategic and robust capacity-building effort that is designed to transform education systems in Idaho and Montana.

SPUR Capacity Building Framework

Through our current work as the NWCC, we have defined capacity-building as an intentionally focused, guided process of organizational learning that strengthens an individual's or organization's knowledge, skills, and dispositions to carry out work. This process also enhances the system conditions that support successful implementation and scale-up of change initiatives over time and leads to desired and sustainable outcomes.

At Education Northwest, we use an overarching capacity-building framework (see Figure 1) to inform our capacity-building services and to create a shared vision for system change—from the state agency to the classroom level. Effective capacity-building requires the development and use of an evidence-based and field-verified approach that is systemic, job-embedded, data-driven, and focused on both inquiry and action.

Figure 1. Capacity-Building Framework



To help SEAs implement statewide initiatives, we guide them through repeated cycles of data- and evidence-informed change. Simultaneously, we take action that strengthens system conditions, or capacities, to carry out these initiatives. We help SEAs *SPUR* change initiatives by:

1. Setting a focus
2. Planning for change
3. Undertaking change
4. Recharging and sustaining

At each of the four stages, we focus our capacity-building services on helping SEA leaders systematically carry out a set of key actions (see Figure 2) to move forward in their change effort and establish the system conditions, or capacities (i.e., human, organizational, policy, and resource), needed to support implementation. We ensure data and research evidence drive each stage of the process, including the use of evidence-based, field-tested tools and protocols (e.g., implementation planning and data collection templates, data display techniques, root-cause analysis protocols). During stage 4 (Recharge and Sustain), we reflect with our SEA partners on how the methods and resources could be adapted for future projects.

As SEAs engage in these intentional and well-defined change cycles, they increase their capacity to implement, support, scale up, and sustain evidence-based practices and programs that improve educational outcomes for all students. As the process repeats, we adjust our role as SEAs learn to manage their own performance.

Figure 2. Key Actions - – Capacity Stages

Key Actions	
Set the Focus	
1.	Obtain executive-level SEA leadership support
2.	Allocate sufficient resources
3.	Compose and secure a cross-agency project team
4.	Ensure project team has authority
5.	Define and communicate project team responsibilities
6.	Assess team skills and knowledge about the project
Plan for Change	
7.	Use prior lessons and research to plan the project
8.	Create a theory of action
9.	Develop a shared vision for the project
10.	Write an implementation plan
Undertake Change	
11.	Demonstrate that project is high priority for team members
12.	Orient and communicate with stakeholders
13.	Build implementer skills, knowledge, and tools
14.	Monitor implementation fidelity
Recharge and Sustain	
15.	Write an evaluation plan
16.	Evaluate project using the evaluation plan
17.	Communicate evaluation results to implementers and stakeholders
18.	Continue forward momentum to reach ongoing sustainability

Measurement of Capacity

For a given initiative, we begin by assessing the SEA's capacity to carry out the key actions. We then use this preliminary assessment to determine the areas of greatest need for targeted assistance. As part of the current NWCC project, Education Northwest's Capacity Inventory includes a questionnaire, interviews, a rubric, and a report.

The inventory is part of our established work cycle with states. We first establish a capacity baseline from which we plan assistance, then periodically reassess and adjust capacity-building plans based on new levels of need. This periodic use of the inventory helps SEA teams develop a common language, set growth targets, and monitor their own performance, thus promoting

sustainability. Our evaluators also use the inventory results over time as a summative measure of our work.

Rather than addressing capacity as a distinct or separate quality, we strive to establish it as part of the day-to-day work of SEA project teams. We do this in collaboration with our clients as part of our planning process. Together—as part of a needs assessment—we determine the scope of the change needed and review evidence-based programs, practices, or interventions that are feasible options for achieving the desired outcomes. We then use this information to drive the type of services we provide. We focus our intensive capacity-building efforts on high-priority,

large-scale initiatives so that SEAs make tangible progress in the implementation and scaling up of evidence-based practice, while also building sustainable organizational capacity to deploy in future initiatives.

Grounding capacity-building services in the day-to-day work of SEA members allows them to learn by doing (Argyris & Schön, 1996; Dewey, 1938; DiBella & Nevis, 1998; Fullan, 2010). Through repeated cycles and successful experiences with systematically implementing multiple programs and initiatives, SEA teams hone their knowledge, skills, and dispositions in a variety of areas. Over time, this builds overall agency capacity to take on larger and more complex change initiatives with confidence.

Our work cycle develops four distinct dimensions of capacity: **human**, **organizational**, **policy**, and **resource**. For example, we build **human** capacity when supporting SEAs in *using prior lessons and research to plan a project or building implementer skills, knowledge, and tools*. We support **organizational** capacity by assisting SEAs in developing collaborative structures such as *cross-agency project teams* and taking actions that *demonstrate that a project is a high priority*. We build **policy** capacity when guiding SEAs in supporting the alignment, differentiation, and enactment of policies, including *ensuring that project teams have the authority they need to execute on action plans* and designing plans to *communicate evaluation results to stakeholders*. We help build SEA **resource** capacity when we assist them in *identifying, obtaining, and allocating sufficient materials and assets* to support their priorities and in *writing implementation plans*.

Figure 3. Excerpt of capacity questionnaire: “Undertake change and recharge and sustain”

UNDERTAKE CHANGE (EXCERPT)	
14. Orient and Communicate With Stakeholders <ul style="list-style-type: none"> Describe the communication mechanism that is in place to inform the public (and keep them informed) about the initiative. Describe the communication mechanism that is in place to inform the implementers about the initiative. 	① ② ③ ④ ⑤ ⑥
16. Build Implementer Skills, Knowledge, and Tools <ul style="list-style-type: none"> What mechanism is in place to ensure that the implementers have the skills, knowledge, and necessary tools to carry out their responsibilities? <p>PROBE: What trainings are provided to the implementers to ensure that they have the knowledge and skills they need?</p> <p>PROBE: What tools (e.g., materials and other similar resources) are available to the implementers?</p> <p>PROBE: How do you ensure the quality of the trainings and tools provided to implementers?</p>	① ② ③ ④ ⑤ ⑥
RECHARGE AND SUSTAIN (EXCERPT)	
20. Use Evaluation Results <ul style="list-style-type: none"> (If data have been gathered) How has the top-level leadership used the evaluation findings to date? <p>PROBE: To what extent has the leadership used evaluation findings to inform project implementation (e.g., changes in dosage)? Please give an example.</p> <p>(a) To a great extent; (b) To some extent; or (c) Very little</p> <p>PROBE: To what extent has the leadership used evaluation findings to assess the effectiveness of the initiative? Please elaborate on your response.</p> <p>(a) To a great extent; (b) To some extent; or (c) Very little</p>	① ② ③ ④ ⑤ ⑥

Figure 4. Excerpt of capacity rubric: “Undertake change and recharge and sustain”

KEY ACTION	RATINGS			
	6	4	2	0
UNDERTAKE CHANGE (EXCERPT)				
14. Orient and Communicate With Stakeholders	An effective mechanism is used to regularly inform implementers and the general public about the initiative.	Some effort is made to inform the public about the initiative mostly at the beginning of the initiative.	A little effort is made to inform the public about the initiative.	No effort is made to inform the public about the initiative.
16. Build Implementer Skills, Knowledge, and Tools	An effective mechanism ensures that implementers have the skills, and knowledge, and tools (materials and other resources) to carry out their responsibilities related to the initiative.	Training is available to develop the skills and knowledge implementers need to carry out their responsibilities but there are minor problems with the availability or quality of the training and the tools and materials for implementers' use are not yet completely developed.	Training is available to develop the skills and knowledge implementers need to carry out their responsibilities but there are serious problems with availability or overall quality of the training and/or tools and materials to implement the program are still in the early stages of development.	Little or no training is offered to implementers. Also, no tools (e.g., guidance documents, professional development modules, self-assessment, data collection tools) or materials and other resources (e.g., extant literature) are available or have been developed for implementers' use.
RECHARGE AND SUSTAIN (EXCERPT)				
20. Use Evaluation Results	The project leadership routinely uses evaluation findings to inform the implementation of the project and assess the overall effectiveness of the initiative.	For the most part the project leadership uses evaluation findings to inform implementation and assess effectiveness, but some evidence indicates a lack of follow through.	Evidence indicates serious concerns about the degree to which the project leadership uses evaluation findings.	No evaluation findings are available.

Using our SPUR approach allows us to build SEA capacity to create sustainable structures, processes, and routines for the implementation of evidence-based practice. As we apply this approach, we include elements and apply processes similar to those found in the Plan-Do-Study-Act method (Tague, 2005), the deliverology approach (Barber, 2011), and implementation science (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). We also elaborate and extend our application of the SPUR approach when we provide intensive capacity-building services that attend to the complexity of system change.

Our Approach in Action: Montana's American Indian Achievement Task Force

In December 2015, former Montana Superintendent of Public Instruction Denise Juneau established the American Indian Achievement Task Force and charged its members with creating an “actionable strategic plan that articulates a coherent strategy for how OPI supports American Indian students in public schools.” NWCC provided capacity-building services to the cross-agency task force.

We led a process aimed at building shared awareness and understanding of the state of and needs for closing the American Indian student achievement gap. The process included three phases of the SPUR capacity framework: 1) Set the focus: Home in on specific problems OPI could begin to address and share lessons learned from current initiatives; 2) Plan for change: Develop and plan new policies, structures, or practices that would improve the situation and/or make practices more sustainable through policy design; 3) Undertake change: Pilot the new ideas and refine them over time.

The task force convened nine meetings, each with a focus and facilitation support from NWCC. Early meetings set, clarified, and deepened the focus. In the second meeting, NWCC introduced the Fishbone Root Cause Analysis process to uncover the factors driving the problems the task force identified. For this process, the members reflected on specific questions and prompts. The goal was to brainstorm all the possible factors associated with the problems from the perspective of each task force member's division. The root cause analysis was completed in the third meeting, and as a result, participants were able to identify priority factors for further analysis and attention.

As the work shifted to the design phase, NWCC posed formative questions that led to the identification of two issues to be tackled immediately: internal coordination and communication, as well as coordination of supports to districts and schools (including school improvement plans and ways districts and schools access grant opportunities. The task force members and NWCC staff members collaboratively developed a theory of action and began to articulate a clear vision and purpose for better coordination. By the end of the yearlong effort, the task force reflected on its work and determined it was ready to pilot a comprehensive school support initiative. A small work group was committed to carrying the work forward based on the foundations the task force created.

Capacity Building for System Impact

Based on our experience supporting improved practice at the state and local levels, Education Northwest views any large-scale effort to improve education outcomes for *all* students as a form of systems change. Educational systems are multilayered, dynamic, and organic. A change in one part of the system can exert powerful effects on other parts.

Systems change requires SEAs to develop the individual and collective skills, knowledge, and dispositions needed to implement and scale-up evidence-based practices *across multiple levels of their systems*. For this reason, our intensive capacity-building services must also operate across multiple dimensions and levels. Emerging research suggests that building both individual capacity at multiple levels (e.g., practitioner, coach, administrator) and organizational capacity (e.g., funding, policy) increases the sustainability and quality of systems change (University of North Carolina Chapel Hill, n.d.).

This is not a simple transactional undertaking. SEAs can provide some support for high levels of systemwide implementation of evidence-based practices through the dissemination of information and tools (e.g., templates, rubrics, and video examples). Yet, the more nuanced view from implementation science suggests that high fidelity *evolves*, through repeated practice and study, when SEAs organize and lead coordinated efforts with local practitioners to identify, implement, adapt, study, and fine-tune practice. This prototyping approach to generating a truly appropriate initiative or intervention—one that best targets the needs of the students and schools in which it is used—is what will produce demonstrated impact at multiple levels of a system (Blase 2009; University of North Carolina Chapel Hill, n.d.).

To support systemic improvement of instruction for all students, SEAs must develop and then deeply support innovations that expand access to effective administrators and educators. To provide this support, SEAs need to organize and collaborate with regional and local teams to pilot and study the results of multiple cycles of implementation. For example, an SEA seeking to promote culturally responsive teaching and learning can provide background research and

training to a subset of administrators and educators. But culturally responsive teaching and learning is not simply choosing one or more strategies to implement. Rather, it is a much more complex intervention in which teachers rigorously review and challenge their own practice, engaging in an individualized or team-level inquiry that leads to instructional shifts that may not appear “cultural” to outside observers, but which represent the right interventions for the specific students they serve. Like SEA project teams, these regional and local teams must also engage in repeated cycles of data- and evidence-driven change.

To support this level of implementation capacity, we help SEAs organize opportunities to collect critical feedback from stakeholder teams throughout multiple cycles of piloting, testing, and studying implementation efforts. SEAs will need to study these results and make refinements in subsequent improvement cycles to recognize, scale up, and sustain those programs and practices that are most effective for their setting (University of North Carolina Chapel Hill, n.d.).

While we focus our capacity-building services at the SEA level, our approach and framework also embrace **whole system engagement**. This requires building the internal capacity of SEAs to identify and engage appropriate local partners (i.e., recipients) and then support those partners as they develop and implement multilayered plans to scale up evidence-based practice. Finally, we must build the capacity of SEA staff members to gather relevant data and evidence from implementation efforts and to use it to fine-tune and improve their efforts over time (Cooperrider & Whitney, 2005; Shaked, 2014). As a capacity-builder, we must be able to move back and forth between these two levels: building SEAs’ internal capacity to engage in this continuous improvement work and external capacity to support and/or lead local practitioners. For this reason, and in collaboration with our states, we will engage regional, district, and school-level teams in implementation efforts as needed. In these instances, we will adapt the Education Northwest Capacity Inventory to include local teamwork.

Our Approach in Action: Idaho STAT Team

While developing Idaho's ESSA plan, ISDE staff members identified a key weakness of previous statewide school improvement initiatives: the provision of initial capacity-building services without follow-up activities or interim or benchmark measures by ISDE. To address this issue, ISDE partnered with NWCC to develop an approach to building the capacity of local schools and districts to implement elements of the plan. We identified and convened a team of ISDE and NWCC staff members (including specialists in a range of content areas, English learners, special education, and school improvement), known collectively as the state technical assistance (STAT) team.

The STAT team met weekly over a six-month period. Together, we created a statewide implementation rubric, engaged in analyses of capacity-building needs differentiated by school, and created logic models for pilot sites. The rubric was piloted in 2017/18. Participating schools received coaching and provided feedback through regular check-ins with the STAT team. This feedback loop allowed us to further structure and refine key elements of the plan, which was rolled out statewide in fall 2018.

As an example of recharging and sustaining, pilot schools now serve as "model schools" for their peers. For example, at statewide convenings, model school leadership teams made presentations and shared their tools and strategies. School staff members also served as table leaders during working sessions.

As a result of these capacity-building efforts, ISDE is now conducting statewide implementation on its own, but NWCC remains available to help refine efforts and measure success through a formative evaluation.

We recognize that improving outcomes for all students is not easy work. One of the strengths of our SPUR approach to capacity-building is that we continually link the goals and outcomes of individual SEA projects to more ambitious large-scale, systemwide goals. This is work that requires a powerful theory of action, a proactive and systematic approach to engaging local stakeholders in the piloting and scaling up of evidence-based practice, and a positive mindset. As you will see in the following sections, we have demonstrated the ability to build SEA capacity in these areas.

Quality of the Project Design

Education Northwest and our partners bring three core strengths to ensure the Region 17 Center delivers high-quality capacity-building services. The first is our well-defined approach to capacity building and leadership development, described in the *Significance* section. We use improvement cycles to create and execute plans that produce high levels of implementation of evidence-based practice at multiple levels of the system.

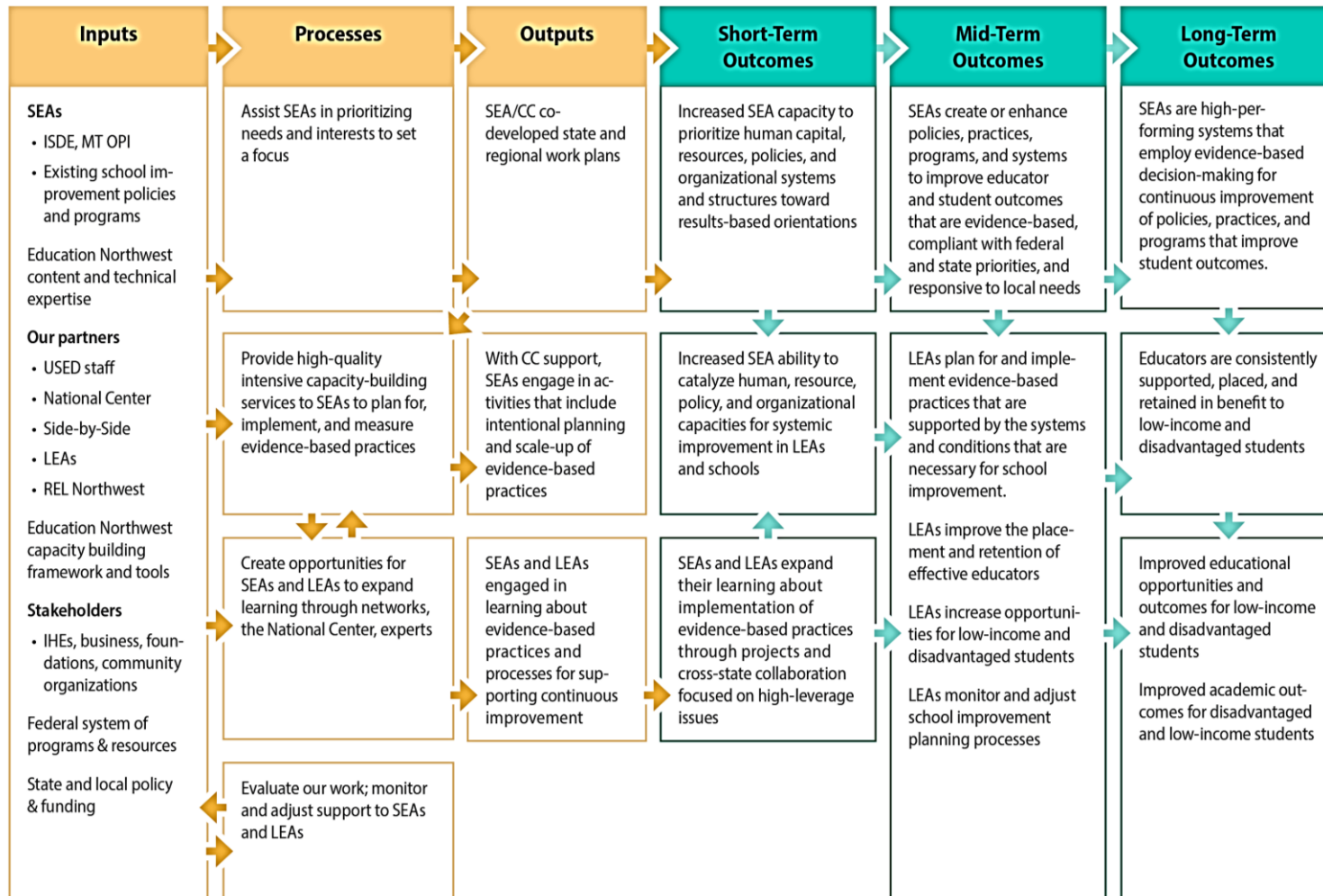
Another strength is our knowledge and skills related to the implementation of evidence-based practices in real-world contexts. Through our REL Northwest contracts and other projects, we build the capacity of educators and stakeholders at all levels of the system to make effective use of data and rigorous research evidence to inform their decisions.

Finally, we bring the breadth and depth of our experience to this work. Our staff has the knowledge, skills, and experience needed to support improved educator and student outcomes, particularly in schools that serve low-income students and students from rural communities.

Logic Model and Conceptual Framework

Our logic model (figure 5) illustrates how the Region 17 Center will build the capacity of SEAs to lead and support the efforts of LEAs and schools to achieve improved opportunities and outcomes for students in Idaho and Montana. Our model is informed by current research, as well as realistic assumptions based on experience. This includes research on SEAs that defines their functions, strengths, and limitations in creating and sustaining school improvement, as well as research on and best practices for process consultation, coaching, and adult learning to help promote sufficiency and sustainability of state-led school improvement activities. In addition, our logic model is shaped by practical experience and refinements made through soliciting and incorporating client and partner feedback on our services and continuous improvement based on evaluation. A detailed discussion of the evidence and practical knowledge that inform the Region 17 Center logic model is in Appendix A.

Figure 5. Region 17 Comprehensive Center Logic Model



Capacity-Building Services

As the logic model illustrates, our capacity building is targeted at building SEAs' capabilities in four dimensions (human, organization, policy, and resource) that enable them to execute their core functions at optimal levels, thereby fostering and supporting the efforts of LEAs and schools to meet the needs of diverse learners, close achievement gaps, and increase graduation rates for all students. Our capacity-building services are guided by principles and practices honed through many years of our expert and experienced staff members working closely with partners and stakeholders in Idaho and Montana. Figure 6 shows the alignment of SPUR with key capacity-building focus areas and sample capacity-building activities.

Figure 6. Critical areas of focus for building SEA capacity and alignment to proposed projects

SPUR	Focus	Capacity-Building Services
<i>Build internal organizational strength</i>		
S	Create sustainable structures and effective systems that support key initiatives and help SEAs set priorities for using resources	Compose cross-agency project teams
		Ensure high levels of cross-divisional ownership and commitment
		Allocate resources (time, people, material) to ensure success
P	Better align programs and policies by strengthening connections among different work streams	Create a theory of action and align to other state programs and policies
		Draw on lessons learned from prior initiatives and research on effective practices
U	Increase staff members' capacity to use structures and systems to ensure that LEAs receive high-quality supports	Build staff leadership and expertise needed for the initiative
		Write a plan with well-articulated responsibilities and timelines
		Articulate indicators of implementation fidelity
		Establish efficient and effective monitoring mechanisms
R	Ensure sustainability of state-led reforms	Design a high-quality evaluation
		Engage multiple stakeholders in making sense of and using the evaluation findings to inform ongoing implementation and assess the effectiveness of the initiative
SPUR	<i>Build organizational capacity to support district- and school-level implementation of effective practices to improve student outcomes</i>	
S	Involve key stakeholders, including parents, in decision making	Engage multiple stakeholders in providing input during the planning phase of an initiative
P	Communicate with LEAs about initiatives	Write an implementation plan
	Provide a continuum of high-quality supports and interventions to address	Assess and plan for school- and district-level professional development and other supports to help

SPUR	Focus	Capacity-Building Services
	specific and varying needs of districts and schools	LEAs gain the knowledge, skills, and tools to successfully implement local initiatives
U	Work collaboratively and productively with LEAs	Collaboratively define LEA responsibilities for implementation
	Engage effective external service providers	Define roles and responsibilities for school improvement coaches and other providers
	Implement, scale up, and sustain innovative and effective strategies in districts and schools	Create a process for identifying innovative and promising practices Disseminate innovative and promising practices to districts and schools
R	Sustain effective practices	Work to build local capacity and sustainable infrastructures

Build Collaborative Relationships

Education Northwest's capacity-building strategy is guided by core principles of project design to strengthen organizational structures, systems, policies, and culture. These include forging and sustaining deep and meaningful partnerships with clients and recipients and being solicitous of and responsive to their needs and feedback. We are independent and respected, but they know us and trust us to work side by side with them to solve problems and address issues. Establishing and maintaining these relationships is essential in Idaho and Montana, where partners and stakeholders across multiple sectors are actively engaged in improvement activities and there is a preference for local control and solutions. We have invested more than 50 years of time and effort in building these relationships in Idaho and Montana.

Clients facing demanding workloads often ask us to provide solutions, but we've learned to encourage them to take the necessary time to engage in inquiry and work alongside us. Together, we generate action steps that connect to their context, root causes, and current levels of readiness. We also guide clients in assessing their readiness to undertake capacity-building work, as well as explicitly articulate roles and responsibilities at the outset and periodically revisit them through the course of the project. We also provide a connective role to encourage clients to keep pushing forward on—and complete—projects that are important to them but would otherwise get sidelined due to competing priorities.

Leverage Staff Capacity and Expertise

A key to our success and longevity as a Comprehensive Center is our human capital. We employ staff members (see *Personnel* section) and collaborate with partners who deeply understand the education landscape, as well as the needs of Idaho and Montana, and who use consulting roles and coaching strategies matched to clients' needs and programs. We intentionally compose and support interdisciplinary teams of internal and contracted staff members to bring the appropriate balance of content, context, and process expertise to each project, particularly in rural and American Indian communities. Our work as the Region 17 Center will be led by our Idaho-based project director and two state service managers who will maintain regular communication with clients and stakeholders to assess needs, facilitate planning, respond to concerns, monitor progress, and communicate information and news.

Target Specific Needs

We work with clients to gain a comprehensive understanding of their and their LEAs' needs, prioritize them, understand the full range of evidence-based options for addressing them, and select an approach or intervention that is the best fit for local conditions. We carry out this work by co-designing and providing coaching on the implementation and study of root-cause analyses, organizational assessments, and other need-sensing; building and sharing inventories of evidence-based practices from peer organizations and leading experts; and facilitating prioritizing and decision-making to guide SEA staff members to appropriate solutions that best address the needs of LEAs and schools.

A recent example of such work is *Montana's American Indian Achievement Task Force*, described earlier in this proposal, in which we used a root-cause analysis to uncover factors driving the achievement gap for American Indian students.

Support System-Level Change

Our services are systems based, focused on identifying leverage points for which capacity building can yield the most improvement. Thus, we collaborate as thought partners with SEA clients to create and implement capacity-building state plans that are highly responsive to local needs and yield the highest-value results for the greatest number of recipients. Our goal is to transfer knowledge, skills, and resources to clients so that, over time, they can “do it themselves” with reduced need for ongoing outside assistance.

The relative emphasis of our capacity-building efforts—increasing internal capacity and/or building capacity to support district- and school-level implementation—varies based on the stage of the SPUR change process. For example, when setting the focus, we typically place more emphasis on assisting SEAs in *building internal capacity* as they organize the people and resources to undertake the initiative. Moving further into planning, we help SEAs *develop capacity to support external teams* as they design one or more local pilot tests in collaboration with external teams.

A key element of building an SEA’s capacity to support district- and school-level implementation of effective practices to improve student outcomes is facilitating productive interactions with LEAs and other stakeholders. This work involves helping SEAs understand how to communicate about initiatives and orient stakeholders to roles and responsibilities. It also involves helping them understand their own responsibilities as implementers, as well as the skills, knowledge, and tools they need to be effective at the state level.

Focus on Implementation of Evidence-Based Practices

By providing services to Idaho and Montana through REL Northwest and the current NWCC, we are experts in helping clients, partners, and recipients use data and research to make decisions, design policies, and create and scale programs that yield positive results for educators and

students. To this end, we leverage our internal expertise and tools, as well as resources created by other RELs, Comprehensive Centers, and experts in the field.

Our staff members are skilled at process facilitation to help clients build logic models and strategic plans that link theory to action and provide road maps to implementation and evaluation. For example, as described earlier in this proposal, we recently worked with the Idaho STAT team to build a logic model and statewide implementation plan.

We work with clients to see their projects through to completion, whether the timeline comprises months or years. Through our co-investment in our clients' success over the long term, we have earned a reputation as a trusted partner in the region. Moreover, our co-partnership with clients enables us to monitor processes and outcomes to identify needed corrections, as well as support implementation of changes and improvements.

Promote Sustainable Change and Continuous Improvement

We have deep experience helping clients turn data into action and building their capacity for data use and evaluation. We have robust in-house evaluation capacity, which enables us to advise clients on evaluation methodologies, processes, and tools—and to directly coordinate or conduct evaluations on their behalf. We use industry-standard tools and processes for the collection, protection, analysis, and reporting of qualitative and quantitative data, and we leverage communication and graphic design expertise to help clients make meaning out of and act on evaluation results.

To promote self-sufficiency and sustainability of state-led initiatives, we actively engage our SEA clients in reflection on the adult learning principles and coaching approaches that underlie our capacity-building work. For example, when we need to adjust the degree and/or style of our assistance to be most useful, we point out how we are making the change(s), and we sometimes ask clients to determine the most productive approach for our interactions based on a specific activity. We believe that being explicit about these shifts results in a shared

metacognitive approach that strengthens our services and builds SEAs' awareness of and capacity to use similar approaches with recipients.

Balance On-Site Delivery and Emerging Technologies

In designing projects with clients, we incorporate best practices derived from SEA research and implementation science (see the *Significance* section and the logic model in Appendix A). We use the results of our field-tested SEA Capacity Inventory and associated rubric to identify the types of capacity building that will meet the needs of clients and recipients. As part of this planning process, Education Northwest carefully evaluates the balance of virtual and on-site support needed to ensure high-quality implementation of the work plan. Commonly, we deliver on-site support and coaching at the beginning of projects, during periods of high SEA turnover, and during particularly challenging periods of projects. This on-the-ground presence is important for establishing and maintaining trusting relationships and keeping current on the state context. We also strategically use virtual mechanisms, such as webinars and conference calls, to maximize resources and keep initiatives on track between on-site visits.

We also identify opportunities to leverage network effects through formal and informal communities of practice. These learning communities help connect client and recipient staff members across states with like-role peers, giving them the opportunity to share concrete strategies and learn from regional and national experts. Currently, we sponsor, support, or contribute to more than 15 cross-state learning communities.

Our capacity-building principles, approach, tools, and resources are well suited to helping clients achieve improved outcomes and opportunities for students, including enhanced access to effective teachers and school leaders. The following section describes how we will help SEAs and other stakeholders in Region 17 accomplish this goal.

State and Regional Service Plans

Service plans for each state are created in consultation with SEA leadership. The chief state school officer (CSSO) identifies a team representing a cross-section of the SEA. Depending on where the state is in the SPUR process, the planning may begin by setting a focus. In the past, NWCC staff members have brought a combination of quantitative data (student achievement data) and qualitative data (input from LEAs, new programs, or policies at the federal or state level) and research to SEA teams during the initial discussions. If the focus of the work has been set, the conversation changes to planning for change (implementation science) or undertaking the change (formative assessment of processes and outcomes). At each step (setting a focus, planning for change, undertaking change, and recharging/sustaining), milestones and measurable outcomes are set.

As the longtime provider of Comprehensive Center capacity-building services in the Northwest region, Education Northwest is keenly aware of the areas of capacity-building need across Idaho and Montana. Our state service managers—individuals who serve as a single point of contact for SEAs and closely monitor the client relationship and needs—and field staff members pay close attention to current and pending legislation to help us understand and anticipate actual and emerging needs. For example, the state funding formula, expanding dual-credit opportunities for secondary students, and the expansion of charter schools are areas of heightened interest in Idaho.

To confirm what we have learned through our on-the-ground work and knowledge of the legislative landscape, Education Northwest staff members met with ISDE and OPI leadership to identify and confirm the high-leverage challenges and accompanying capacity-building needs that, if addressed, could result in substantial improvements for students throughout the region. Letters of support from the CSSOs are provided in Appendix D.

We will continue this need-sensing and feedback process through the communications plan for the Region 17 Center (Appendix B). Frequent, two-way communication with our clients and other stakeholders will help guide the evolving priorities for the work and ensure we achieve agreed-on outcomes, milestones, and tangible improvements. We will also use formative evaluation results, as well as client and recipient feedback, to inform the evolution of the five-year plan. More details about these activities are in the evaluation plan (Appendix C).

Five-Year Plan for Region 17

Through facilitation by NWCC staff members, ISDE and OPI have collaborated informally over the past seven years, but as both Idaho and Montana grapple with how to best serve low-income students in rural schools, offer educational choices, attract and retain highly effective educators, and build the capacity of rural/remote schools, there is a need to act as formal thought partners in the work. Region 17 Center personnel will work to create opportunities for job-alike collaboration between ISDE and OPI staff members. This focused collaboration will inform our work in the region over the five-year period, with the aim to build:

- **Human capacity** by engaging the experts in both states in dialogue (executive leadership teams meet face to face once a year and via video conference quarterly)
- **Organizational capacity** by facilitating discussions between federal program directors and school improvement coordinators on processes, procedures, partnerships (with external consultants) and progress (meet monthly to share processes, procedures, and progress)
- **Policy capacity** by facilitating discussions between ISDE and OPI on more restrictive measures for schools at risk of being reclassified as under-performing
- **Resource capacity** by leveraging the strengths of both SEAs' staffs in providing capacity-building services by sharing materials and disseminating evidence-based practice guides developed by Region 17 Center personnel

Because one of the challenges facing both Idaho and Montana is how to serve small rural LEAs, the Region 17 Center's regional project (described below) will be the establishment of a Rural School Network in Idaho and Montana, based on lessons learned from our seven-year facilitation of the Northwest Rural Innovation and Student Engagement (NW RISE) Network. Through this new iteration of a proven community of practice approach, opportunities will likely arise to create networks that focus on, for example, middle schools, schools serving tribal communities, or schools with graduation rates below the state average.

Side-by-Side Educational Consulting will join us in carrying out the service plans in Idaho and Montana. Its experts will bolster our capacity to provide services to our clients and recipients throughout Region 17. Side-by-Side brings expertise in designing individualized support for states, districts, and schools to support the implementation of evidence-based practices and interventions for assessment, instructional practice, and leadership.

Our team understands the changing nature of state and regional priorities and legislative contexts. We will work closely with our partners at ISDE and OPI to adapt our proposed plans in response to anticipated and unanticipated changes over the five-year period, such as changes in funding formulas, expanding state-level recruitment and retention issues, the status of pre-kindergarten programming, and/or the expansion of school choice.

Idaho State Service Plan for 2019/20

In partnership with ISDE, Education Northwest has identified three high-leverage challenges to be addressed in Idaho:

- Building collective efficacy through collaboration
- Supporting CSI and TSI schools
- Providing support to rural schools (specifically, improving outcomes for low-socioeconomic students in rural communities)

ISDE is fortunate to have a small but dedicated and knowledgeable staff. Led by Sherri Ybarra, the department's staff is tasked with providing direct capacity-building services and support to all schools, especially rural schools serving high percentages of low-socioeconomic students. Idaho's ESSA plan is firmly grounded in the strategic priorities articulated by the superintendent, but ISDE is challenged by the limited number of staff members available to meet the unique needs of Idaho's LEAs, schools, and students.

The Region 17 Center's state service plan for Idaho will build on the success of the STAT team, which was developed during the creation of Idaho's ESSA plan and described earlier in this proposal. The STAT team comprises personnel representing a cross section of ISDE (Title I, Title III, Migrant, Special Education, Content Specialists, Accountability and Assessment), as well as Education Northwest staff members. During the pilot and initial rollout of applications and grants, the team met weekly, then biweekly. Currently, it meets monthly. Core membership in the STAT team is steady (deputy superintendent of operations, director of federal programs, director of assessment and accountability, school improvement coordinator, school choice coordinator, and Education Northwest staff members), with additional participation fluctuating, depending on LEA and school needs. Moving forward, we will expand the core team to include the coordinator of Indian education and the English language coordinator (Title III) to address the fact that among CSI schools, the highest-risk populations are American Indian, Hispanic, and English learner students.

High-Leverage Problem 1: Building ISDE's Capacity to Carry Out Consolidated Plans Capacity-Building Services to be Delivered

Due to Education Northwest's history with ISDE through both NWCC and REL Northwest, we know the department well. To support ISDE's capacity to carry out its ESSA consolidated plan, we will partner with REL Northwest staff members to develop an approach for gathering qualitative data on ISDE's school improvement processes and protocols. Region 17 Center staff members will build human capacity by enhancing the knowledge of evaluation and program

design of ISDE staff members and identifying high-level challenges that could be addressed by the SEA. This work will emphasize meeting the needs of American Indian students. Through capacity-building services and collaborative meeting facilitation, we will share resources, best practices, and innovative and emerging efforts in Indian education. This work will also support the needs, strengths, and direction of the SEA's work to address issues related to student achievement, closing gaps, culturally responsive teaching and curriculum development, tribal consultation, social and emotional learning supports, and other areas.

Building ISDE's Capacity to Carry Out Consolidated Plans

<i>Outputs</i>	<ul style="list-style-type: none"> • Summary documents of high-leverage issues affecting both SEAs disseminated to ISDE and OPI staff members • First convening of state-level leaders during spring/summer 2020
<i>Milestone</i>	All project team members, including executive-level leaders, are aware of, understand, and/or support the vision for the project
<i>Outcome</i>	Mechanism for ongoing communication between SEAs is established
<i>Key Personnel</i>	Marybeth Flachbart, Jennifer Esswein, Mandy Smoker Broadus

High-Leverage Problem 2: Supporting CSI and TSI Schools

Capacity-Building Services to be Delivered

Through the STAT team, NWCC is providing support to ISDE's Federal Programs Department. In collaboration with NWCC, ISDE created a logic model for the STAT process, as well as a graphic to communicate the SPUR process to schools. To achieve the outcomes specified in the logic model, we will build ISDE's capacity through the following activities

- **Provide support to CSI and TSI schools in implementing the schoolwide improvement process (SWIP):** In 2019/20, schools identified for support from ISDE will be in Year 2 of the improvement process. School teams will have conducted a needs assessment and developed a school improvement plan that includes

measurable goals and outcomes, and they will be in their first full school year of implementing the plan. While schools are in full implementation mode in 2019/20, we will assist the STAT team in recharging and sustaining the work. ISDE has asked Comprehensive Center personnel to assist with analyzing the effectiveness of the STAT process and provide guidance for improving the likelihood of CSI schools meeting their goals. As part of the Region 17 Center work, the project team will help monitor improvement plan implementation and progress made by schools on academic goals. Support will also include working with the STAT team members for continued alignment of state supports and expertise as needed by identified schools.

- **Provide connection to resources:** We will continue to connect ISDE with evidence-based practices through the National Center, as well as REL Northwest and our partnership with Blueprint for Education (specifically, recruitment and retention of effective educators in rural schools).
- **Facilitate CSI meetings and check-ins:** We will help plan and facilitate CSI meetings convened by ISDE. Potential areas of support include ensuring educational choice for students in rural areas, meeting the social and emotional needs of at-risk students, developing collective efficacy in teacher-led teams, creating instructional frameworks for improved outcomes, early warning systems, student engagement, data literacy, and sustaining change processes for continuous improvement.
- **Provide capacity-building services by creating evidence-based facilitator guides:** We will create and disseminate the first two modules of an evidence-based facilitators guide. Because the majority of CSI schools in Idaho are intermediate or middle schools with high percentages of English learner students, we have selected adolescent literacy and teaching academic content and literacy to English learner students as the topics for the initial modules.

- **Assist in gathering and analyzing evidence of SWIP implementation:** This will include evidence of increased effectiveness in leadership teams, instructional quality, and school culture/climate.

Supporting CSI and TSI Schools

<i>Outputs</i>	<ul style="list-style-type: none"> • Formative evaluation of STAT process • Delivery to LEAs and schools of three modules of an evidence-based facilitator guide (adolescent literacy, accessing content for English learner students, problem-solving for students in grades 4-8) • Development of two additional modules of an evidence-based practice guide (supporting social and emotional growth and culturally responsive instruction)
<i>Milestones</i>	<ul style="list-style-type: none"> • An effective mechanism ensures implementers have the skills, knowledge, and tools (materials and resources) to carry out their responsibilities related to the initiative • The project leadership routinely uses evaluation findings to inform the implementation of the project and assess the overall effectiveness of the initiative
<i>Outcomes</i>	<ul style="list-style-type: none"> • Replicable evaluation process is established and can be applied to all ISDE initiatives • Educators in CSI schools demonstrate increased knowledge of evidence-based practices in relation to improving adolescent literacy, English learner students' ability to access content, and problem-solving in intermediate grades
<i>Key Personnel</i>	Kimberly Barnes, Rosie Santana, Jennifer Esswein, Carrie Cole (Side-by-Side Educational Consulting)

Montana State Service Plan for 2019/20

In partnership with OPI, Education Northwest has identified two high-leverage challenges to be addressed in Montana:

- Monitoring, evaluating, and re-visioning the state's approach to providing CSI services (implementing ESSA)
- Increasing instructional leadership in rural schools serving high percentages of disadvantaged students (educator effectiveness)

In fall 2019, OPI will begin its third year of providing direct support to “high-priority districts” under its ESSA plan. The department’s strategy consists of assigning a liaison from OPI to each district. This strategy emerged from the recommendations of the American Indian Achievement Task Force, facilitated by Aurora Moore of NWCC and described earlier in this proposal. Although OPI’s approach to district support represents its best attempt to improve the outcomes of American Indian students, recently reduced staffing levels have made it difficult for the department to sustain the intensity of its efforts.

Further, because OPI staff members are focused on direct service, the department lacks the capacity to monitor and evaluate the implementation of its own strategy because those who would be in a position to do so are busy carrying it out. Finally, OPI has had a stable and expert internal staff for several decades, but the workforce has begun to retire. This turnover has led to a need to refresh staff members’ knowledge of evidence-based practices and approaches to system improvement. OPI personnel have said this is also a need for LEA and school administrators, particularly as most rural districts lack systems for onboarding new administrators.

In addition, strong school leadership has become a focus of school improvement efforts, as the expectations for school administrators have shifted from their being operations managers to their being instructional leaders. This is doubly challenging for rural school administrators in Montana, who typically serve as both principal and superintendent. In schools that serve high percentages of disadvantaged and low-income students, administrators are also responsible for implementing significant federal programs.

Montana State Plan for 2019/20

High-Leverage Problem 1: Monitoring, Evaluating, and Re-Visioning the State's Approach to Providing CSI services (Implementing ESSA)

Capacity-building services to be delivered

We anticipate delivering services in three phases:

Phase 1: The first phase will focus on helping OPI gather and analyze data to help make sense of the implementation of its approach to serving high-priority districts. We will assist with compiling and displaying the quantitative data from interim assessments, as well as Smarter Balanced assessments, attendance, behavior, and other measures of school quality (such as staff attendance). We will build capacity on various data elements that will enable OPI to better monitor and evaluate its approach to CSI at the LEA and school levels (e.g., the creation of a data dashboard for system-level analysis). We will also work on site with staff members to identify all available data sources, model how to set up a dashboard of elements across all high-priority districts, and provide facilitation in conducting the analysis.

Phase 2: Because the majority of disadvantaged and underperforming students in Montana are American Indian students, we will focus Phase 2 on supporting effective tribal consultations through NWCC's existing partnership with Salish Kootenai College. If the evidence and tribal consultation process points to a need to overhaul the state's approach to improving chronically underperforming schools, we will provide facilitation to do so, including supporting OPI's efforts to conduct a new round of stakeholder input.

We will also provide training for OPI and LEA leaders on foundational elements of school and district improvement, evidence-based practices for serving disadvantaged and low-income students, and the requirements of ESSA. To fulfill the need for ongoing training in these areas, we will develop resources in a format that will allow them to be disseminated through Montana's online Teacher Learning Hub.

In addition, we will leverage our relationships to assist with resource curation, facilitation of conversations with experts at the National Center, and coordination with REL Northwest and other RELs on emerging findings from other states' implementation studies. We will facilitate the development of protocols to assist with stakeholder feedback and negotiated rule-making as necessary, as well as coaching to arrive at decisions based on research and evidence from implementation.

Phase 3: Implementation at this phase will look different, depending on the decisions OPI makes. For example, if the leadership decides to allow LEAs to choose direct services, the next phase of the work might involve creating a reference guide on selecting high-quality improvement services. If the leadership decides to build internal capacity, the work might include identifying essential staff roles and responsibilities, better aligning internal divisions based on a set of performance metrics to ensure coherence goals are met, and working intensively with external instructional consultants to adjust services as needed. This may include developing a coaching model that addresses the challenges of coaching teachers in very rural-remote schools.

Implementing ESSA

Outputs

- Data dashboard template is developed and populated
- Data analysis sessions are completed, including a review of the existing theory of action
- Tribal/stakeholder consultation is completed
- State leadership arrives at decisions based on stakeholder input
- Logic model is revised

Tentative:

- Selection of external providers of capacity-building, monitoring, and evaluation services
- Revisions to existing tools and processes, including need assessments, guidance documents, continuous improvement process frameworks, and the Montana literacy and math plan (separate milestones for each)
- Review of SEA policies for optimal operational flexibility, as required under ESSA
- Capacity-building services to consolidate e-grant, continuous school improvement plans, and accreditation requirements

<i>Milestones</i>	<ul style="list-style-type: none"> • Project team evaluates existing initiative • Stakeholders develop shared vision for next iteration of approach • Project team writes implementation plan
<i>Outcomes</i>	<ul style="list-style-type: none"> • LEAs report increased satisfaction and value of the ESSA-required services they can access and receive • Administrators report increased knowledge of school improvement requirements, evidence-based practices, and how to effectively allocate resources to achieve statewide goals • Schools demonstrate growth on one or more of the state accountability indicators (i.e., academic achievement, growth, chronic absenteeism, career and technical education concentrator/International Baccalaureate/Advanced Placement graduation rate, English learner students' growth and proficiency)
<i>Key Personnel</i>	Aurora Moore, Steve Underwood, Jacob Williams, Mandy Smoker Broadus, Carrie Cole
<i>Key ED-funded Partners</i>	National Center, REL Northwest

High-Leverage Problem 2: Increasing Instructional Leadership in Rural Schools Serving High Percentages of Disadvantaged Students (Educator Effectiveness)

Capacity-Building Services to be Delivered

We will provide coordination and facilitation to help OPI build partnerships and networks. Drawing on existing NWCC relationships with administrators and teacher leaders in Montana, we will conduct outreach to form the networks, drawing on those administrators implementing significant federal programs and serving high percentages of disadvantaged students. We will provide professional development for network participants on defining high-quality instruction using the Montana Educator Performance Appraisal System (Montana-EPAS) as the foundation. We will also provide professional development on conducting high-quality observations. In addition, we will provide an introduction to instructional rounds as a concept of low-stakes learning. We will facilitate job-embedded coaching with network participants through instructional rounds and practice effectively conducting observations using Montana-EPAS, as well as small-group and individualized coaching on using data collected from Montana-EPAS to

provide actionable feedback to teachers. Finally, we will design training modules for the Teacher Learning Hub to support sustained practice in contexts with high turnover.

Educator Effectiveness	
<i>Outputs</i>	<ul style="list-style-type: none"> • Communication to possible participants • Network participant list • Norms, processes, meeting dates established • Network is formed; participants establish norms, processes, and meeting dates; virtual tools are tested • Instructional rounds completed • Actionable feedback examples • Coaching sessions for participants to practice low-stakes feedback • Modules for the Teacher Learning Hub • In-person and virtual workshops on designing effective professional development plans completed • Coaching sessions on using observation data to inform school improvement initiatives completed
<i>Milestones</i>	<ul style="list-style-type: none"> • Participants develop a shared vision about the network's purpose • Participants build the skills, knowledge, and tools they need to define high-quality instruction and conduct observations using Montana-EPAS • Participants monitor implementation fidelity
<i>Outcomes</i>	<ul style="list-style-type: none"> • Increased knowledge and skills needed to provide instructional leadership among administrators in rural schools serving high percentages of disadvantaged students • Improvements in administrators' experience of being supported by peers • Improved implementation of CSI plans and other federal programs • Improved instructional quality (and access to effective educators) • Increased administrator retention (due to increased sense of self-efficacy and collective efficacy)
<i>Key Personnel</i>	Jacob Williams, Mandy Smoker Broaddus
<i>Key ED-funded Partners</i>	National Center, Schoolwide Integrated Framework for Transformation Center

Regional Project Service Plan

High-Leverage Problems to be Addressed

Rural schools are diverse and serve some of the nation's most vulnerable students. In Idaho and Montana, 68 percent of school districts are considered rural, and more than 45 percent of students qualify for free or reduced-price lunch in both states. Many small, rural schools share common challenges, including increasing population and diversity, poor infrastructure (e.g., technology), a human capital shortage, and few opportunities for professional development and collaboration.

We know the conditions and context in which teachers work affect job satisfaction, sense of efficacy, retention, and student achievement. In particular, strong social conditions (or capital), such as supportive relationships and regular collaboration, predict positive outcomes. Yet small, rural schools are at a structural disadvantage for creating these social conditions. In rural schools, there is often just one teacher for each grade level and/or subject area, which limits opportunities for collaboration and contributes to isolation. These same educators often hold multiple roles in their school, constraining their time and energy (Hargreaves, Parsley, & Cox, 2015).

To better support rural schools, SEA staff members in Idaho and Montana have repeatedly expressed the need to connect schools in and across states to identify and share promising practices. In particular, these states seek to:

- Facilitate effective rural networks that accelerate learning and build social capital
- Identify promising and innovative evidence-based practices rural schools and LEAs can use to promote effective instruction, increase student learning, and provide greater choice of educational options for students and families

Capacity-Building Services to be Delivered

ISDE and OPI have identified networks as a needed and high-leverage strategy to increase statewide capacity to support the continuous improvement needs of small, rural, and remote schools. Linking rural educators combats isolation and creates a vehicle for meaningful collaboration. A core activity of such a network will be to support educators in collaborating in cross-district and cross-state job-alike groups to identify, select, and implement evidence-based practices that address the unique educational obstacles rural communities face. The Region 17 Center will also build the capacity of these SEAs to create and sustain network infrastructure for evaluating and scaling up evidence-based strategies that are found to be promising in local contexts.

This project builds on the success of a previous NWCC project, the NW RISE Network, which included SEA, LEA, and school-level members from Alaska, Idaho, Montana, Oregon, and Washington. The goals of the NW RISE Network were to build rural educators' professional capital and to improve student engagement and achievement through collaboration in job-alike groups. In this project, NWCC partnered closely with REL Northwest to support the use of data and evidence by school/district teams, job-alike groups, and the NW RISE steering committee to achieve network aims.

In this new project, Education Northwest will assist ISDE and OPI in building a smaller rural network that focuses on identifying and implementing evidence-based practices to meet the needs of rural educators and students. Specifically, through this project, we will build the capacity of the SEAs to:

- **Select appropriate evidence-based practices:** Build understanding of evidence-based practices for designing and implementing networks
- **Plan for the implementation of evidence-based practices:** Assist the SEAs with planning for networks, including identifying at least one shared problem of practice and

identifying and implementing classroom- and school-level evidence-based practices that may address those problems

- **Implement evidence-based practices:** Build capacity for implementing the network, including supporting the facilitation of a design team and steering committee
- **Evaluate evidence-based practices:** Assist with the development of an evaluation plan that includes monitoring for fidelity and assessing for continuous improvement
- **Use evaluation results:** Support the use of evaluation data to improve implementation fidelity, plan scale-up projects, and eventually develop tested guidance on how to adapt evidence-based practices for rural schools

Initial topics around which to organize the Rural Schools Network include:

- Developing strong teacher collaborative practices in rural settings
- Delivering online and blended learning experiences that expand rural students' access to academic and career-related learning experiences and increase student choice
- Promoting career-related learning through partnerships with local colleges, businesses, and community-based organizations
- Providing supports for social and emotional learning and trauma-informed practice

Rural Schools Network

<i>Outputs</i>	<ul style="list-style-type: none"> • Research review on the features of effective networks, highlighting best practices for designing, implementing, assessing, and sustaining rural networks • Materials, agendas, handouts, protocols, tools, and presentation slides for building the capacity of staff members to design, implement, evaluate, and sustain rural networks • Facilitated convenings
<i>Milestones</i>	<ul style="list-style-type: none"> • Participants use prior lessons and research to plan the project • Participants build knowledge and tools for understanding the features of effective rural school networks • Participants build skills and knowledge of how to assess, refine, and improve the effectiveness of rural school networks

<i>Outcomes</i>	<ul style="list-style-type: none"> Increased knowledge and understanding of research findings related to key features of effective rural networks Increased capacity to plan for and facilitate rural networks Strategies to assess and refine rural networks
<i>Key Personnel</i>	Rosie Santana, Aurora Moore, Marybeth Flachbart, Kimberly Barnes, Mandy Smoker Broaddus
<i>Key ED-funded Partners</i>	National Center, REL Northwest

Collaboration and Coordination With Key Partners

Over more than 50 years, Education Northwest has developed strong, ongoing partnerships with leading regional and national experts and organizations to strengthen and target services focused on the needs and priorities of our SEA clients. Through these partnerships, we have engaged in strategic data sharing, expanded our access to information and resources, and provided field-based input and collaboration on projects. We have also learned valuable lessons about how to tailor national expertise to our regional stakeholders in ways that maximize impact and efficiency, as well as strengthen relationships with our partners. This includes sharing our process, products, and emerging capacities at national conferences and workshops; in our most recent year (October 2017 through September 2018), NWCC staff members attended and presented at more than 15 national conferences and workshops, and they participated in more than 30 webinars for regional and national stakeholder audiences.

In this project, we will continue to build partnerships based on new and existing relationships and opportunities. As we have done throughout our current Comprehensive Center contract, we will sustain our collaborations with the federally funded centers and projects, national capacity-building networks, and specialists in the field to support meaningful implementation of program activities, including outreach, dissemination, evaluation, data collection, and continuous improvement. We intend to expand the variety of partnership activities in which we engage the SEAs, including not only annual institutes, regional symposia, conferences, and webinars but

also cross-state networks and communities of practice that connect our SEAs with researchers, practitioners, and thought leaders doing similar work. We also intend to build the SEAs' capacity to develop, maintain, and sustain strong partnership structures that enrich the knowledge and skills of stakeholders throughout the system regarding evidence-based practice, encourage innovation, and lead to systems change.

Collaborate With the National Center

We will collaborate with the National Center to expand access to high-quality capacity-building services to as many clients and recipients as possible. Potential areas for collaboration include high-leverage problems identified by ISDE and OPI, including supporting rural schools and building collective efficacy at the SEA level. Activities could include multi-state and cross-regional peer-to-peer exchanges centered on these topics.

Education Northwest will also support the participation of Region 17 Center personnel in learning opportunities organized by the National Center that focus on capacity-building approaches and strategies, such as effective coaching, systems change, and rural school supports. To build capacity nationally, we look forward to sharing our work with—and learning from—the National Center.

The proposed Region 17 Center staff members have a long history of coordination with other centers, programs, and capacity-building providers funded by the U.S. Department of Education. For example, they consulted and collaborated with the Content Centers on 26 projects from October 2017 to September 2018. Some examples include:

- We engaged in a long-term partnership with the *State Implementation & Scaling-up of Evidence-based Practices Center* to build NWCC's capacity to support states with implementation science (which included meetings, regular webinars, and joint project development), leading to integration of improvement science in our work with Idaho, Montana, and other SEAs.

- We worked with the *Center on School Turnaround* on its theory of action work related to ESSA school improvement for schools performing at the bottom 5 percent in Montana and Idaho. We are also expecting to use its program review tools for special education programs (<https://centeronschoolturnaround.org/wp-content/uploads/2018/04/cst-assessing-improving-special-education.pdf>) to help OPI restructure the Special Education Division as a Student Support Services Division to support stronger capacity-building for and monitoring of LEA special education programs.
- We collaborated with Sam Redding and Janet Twyman from the *Center on Innovations in Learning* to support Idaho's use of Indistar for school improvement (<https://osepideasthatwork.org/center-innovations-learning>; <http://www.adi.org/contactadi.html>).
- We participated in and provided significant input into a cross-regional effort led by the *Building State Capacity and Productivity Center* focused on how to strengthen internal and external strategic communication at all of our SEAs, which eventually led to the creation of the Strategic Communications Toolbox (<http://www.bscpcenter.org/toolbox>). We also worked with this Center on setting direction for the National Center.

Collaboration With Regional Educational Laboratories

In Montana, NWCC collaborated with REL Northwest to support the Graduation Matters Montana initiative to boost high school graduation rates and increase the number of students—particularly American Indian students and other racial and ethnic minority students—who graduate prepared for college and careers. NWCC staff members helped OPI establish a logic model and corresponding implementation plan, design an application for districts seeking state funds to implement their strategies, and document successes and encouraging sustainable efforts. REL Northwest staff members assisted school districts in how to use state and local data to evaluate dropout prevention efforts. REL Northwest also conducted a study of early

warning systems; shared promising national strategies for identifying potential dropouts and getting them back on track; and trained Montana districts in the use of early warning systems through online tutorials, webinars, and in-person support.

In Idaho, NWCC collaborated with REL Northwest to produce *Idaho's Educator Landscape: How Is the State's Teacher Workforce Responding to Its Students' Needs?* This study became a foundational piece for strategic planning in ISDE. NWCC staff members worked with ISDE's leaders to identify resources and programs for schools in areas of the state heavily affected by teacher turnover.

REL Northwest also worked with NWCC to support a research project in Montana aimed at improving stakeholders' use of data and evidence to better understand and address educator shortages in rural communities through the state's cross-agency Rural Educator Recruitment and Retention Task Force. We plan to explore more ways to work with REL Northwest on these issues, including connections with individual research professors who work on rural educator recruitment and retention, leadership, and data use through the task force.

NWCC also worked closely with REL Northwest to support data-based inquiry in the NW RISE Network, in which state, district, and school staff members from Idaho and Montana actively participated. REL Northwest supported the network's steering committee, key work groups, and members in using research-based approaches to improve student engagement and achievement and in identifying strategies to continue moving toward sustainability. REL Northwest developed tools and templates for members to use to set goals and create implementation plans, and it helped the steering committee increase the use of member surveys.

For the Region 17 Center, we anticipate multiple opportunities to leverage REL Northwest resources as we support Montana through the development of face-to-face training materials and online resources (for the Teacher Learning Hub) focused on the foundational elements of school and district improvement, evidence-based practices for serving disadvantaged and low-

income students, and the requirements of ESSA. We also foresee working with REL Northwest to develop evidence-based facilitator guides to support Idaho's CSI schools, the majority of which are intermediate or middle schools with high percentages of secondary-level students and English learner students. In addition, we anticipate continuing our close partnership with REL Northwest to support the systematic use of data and evidence in the emerging Rural Schools Network in Idaho and Montana.

We also benefit from close working relationships with other RELs. For example, we lead the cross-REL working group on postsecondary readiness and success, as well as a cross-REL work group devoted to American Indian and Alaska Native (AIAN) education. Regarding the latter, members work together to identify strategies to engage stakeholders involved in AIAN education, reduce potential project redundancies, and leverage larger networks for better engagement with Indian Country. We also facilitate opportunities for stakeholders from key regional and national Indian education organizations to engage in ongoing discussions about potential projects we might engage in to support stakeholders involved in AIAN education.

Establish Partnerships With Leading Experts and Organizations

Education Northwest has worked closely with many other partners to support implementation and scale-up of evidence-based programs, practices, interventions, and support related to our states' priorities. The breadth and depth of our partnerships with leading experts and organizations stem from our strong commitment to cross-sector collaboration. Below, we describe a few of the strategic partnerships we have established to support the Region 17 Center service plans, as well as potential areas for future collaboration.

Blueprint for Education

Blueprint for Education is a strategic consulting firm led by Sara Kraemer that focuses on designing impactful strategies to support high-quality teachers and leaders across the educator continuum. In Idaho, we will work with Blueprint for Education on implementing strategies to

equitably attract, recruit, develop, and retain high-quality teachers and leaders in high-need LEAs and schools, including rural and remote LEAs. From 2007 to 2016, Blueprint for Education was a capacity-building provider and subject matter expert for SEAs, LEAs, and schools for the U.S. Department of Education’s Teacher Incentive Fund programs. Since 2017, it has played the same roles for the Teacher Quality Programs Technical Assistance Center. Blueprint for Education brings a distinctive systems-design lens to large- and small-scale innovation of educational systems.

Institutions of Higher Education

In Montana, we plan to expand NWCC’s partnership with Salish Kootenai College to support effective tribal consultation. We also intend to build on our strong relationships with professors at Montana State University and the University of Montana to support OPI with rural educator recruitment and retention, leadership, and data use.

Council of Chief State School Officers (CCSSO)

NWCC partnered and coordinated work with CCSSO (including the facilitation of a team of OPI leaders, secondary teachers, and university faculty members as part of Montana’s Math Matters initiative) during a CCSSO-sponsored conference—which was part of a cross-state rural math teacher leadership network focused on implementing Common Core State Standards in math. As a result, NWCC worked with the team to develop and refine implementation plans for secondary math professional development support and form a teacher leadership initiative.

For the Region 17 Center, we expect to establish or expand partnerships with many additional experts and organizations, including the American Youth Policy Forum and Advance CTE. We anticipate these collaborations will focus on SEA efforts involving apprenticeships, career and technical education, and work-based learning. This work will continue efforts by Idaho and Montana that started with the College and Career Readiness and Success Center (<https://ccrcenter.org/state-work-based-learning-initiative>).

Collaboration with American Indian Tribes

We will draw on our relationships with American Indian tribes in Idaho and Montana to support Region 17 Center clients and recipients. Idaho and Montana are home to 13 American Indian tribes recognized by the U.S. Bureau of Indian Affairs. Education Northwest has partnered in many ways with Northwest tribes and Native educators in Idaho and Montana. We have helped develop culturally relevant resources and curricula, and we have supported the evaluation and scale-up of effective practices and programs for Native students and their communities. A few examples of our recent work in Region 17 include supporting the Native Language Preservation and Revitalization initiative at KW Bergan Elementary in Browning, Montana; working with state and tribal education leaders in Montana and Idaho to implement their State Tribal Education Partnership grants; and supporting St. Ignatius High School (on the Salish Kootenai Reservation) and Great Falls Public Schools (which serves a high percentage of Blackfeet students) in their use of early warning system data to more holistically support students.

Management Plan

Successfully managing a regional Comprehensive Center requires established systems and processes for performance management, quality assurance, and continuous improvement, as well as experienced personnel. Education Northwest has all these elements in place, which results in high-quality, timely, and cost-effective services.

We have honed and routinely use *management procedures and tools* (such as Smartsheet and Microsoft Teams) that support the coordination of numerous tasks across multiple states, as well as scheduling and supervision of personnel across projects, coordination and oversight of subcontractors, production of high-quality services on time and within budget, consistent reporting on project status and outcomes, and effective and timely business practices.

Education Northwest's *quality assurance procedures* are based on the highest standards of technical excellence, professionalism, and relevance to our clients and recipients. We have

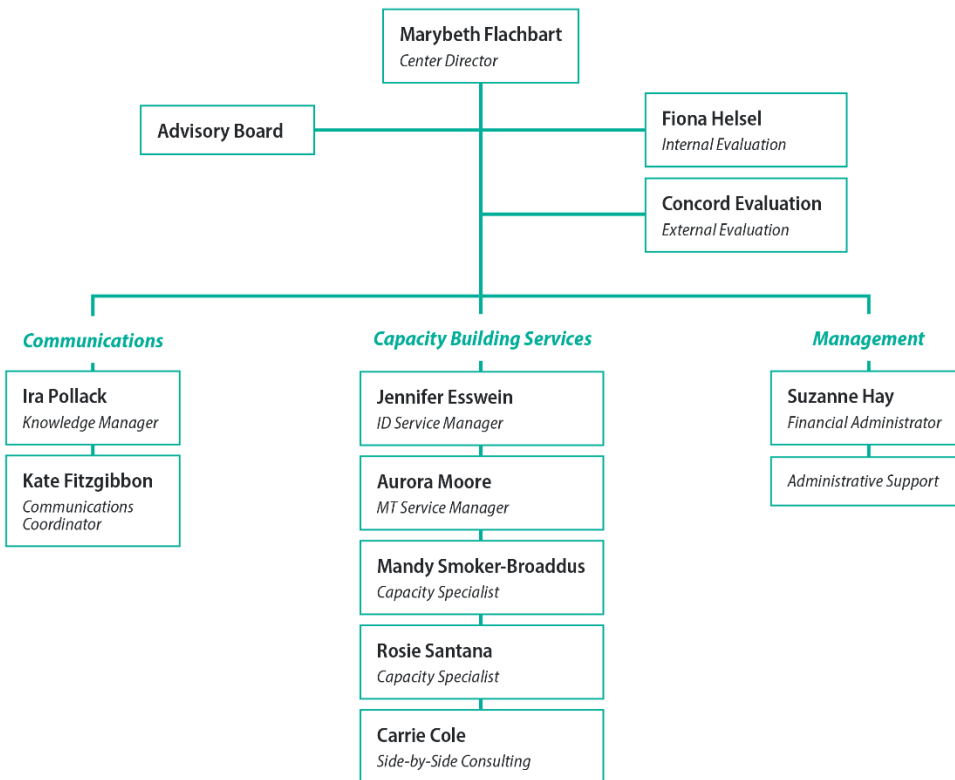
created a management structure that includes experienced and knowledgeable state service managers and subject matter experts (see *Personnel* section).

In an effort to *continuously improve our services* and respond to the inevitable changes that a complex capacity-building project requires, our team regularly reviews and incorporates client, partner, and stakeholder feedback, as well as insights from regular team meetings. We have refined each of the systems required to implement Comprehensive Center activities, and we have developed effective strategies to identify and reduce risk.

Center Management Structure

To ensure effective and responsive management of the Region 17 Center, we have assigned highly capable individuals with relevant experience to lead the activities and overall center management. Education Northwest will direct and manage the Center, led by Marybeth Flachbart, who will serve as the director of the center and dedicate 75 percent of her time to the project. Marybeth has more than 20 years of leadership experience, and she serves as the director of NWCC. She will be supported by a team of specialists from Education Northwest and our partners, two state service managers, a communications team, a management support team, and an internal evaluator (Figure 7). The headquarters of the Region 17 Center will be at Education Northwest's field office in Boise, Idaho.

Figure 7. Management structure for the Region 17 Comprehensive Center



Advisory board. Education Northwest will establish an advisory board in the first quarter of Year 1 to fulfill the statutory requirements for the Comprehensive Centers program and to provide input and feedback about the state needs, educational priorities, and stakeholder perspectives that will guide the Region 17 Center's work. The advisory board will include members who represent the SEAs, teachers, superintendents, principals, higher education institutions, families, and business and community leaders. The Education Northwest corporate board will support our efforts to recruit and secure commitment from a representative and engaged cohort of advisors. We will also include advisors with relevant technical and content area expertise, such as evidence-based programs and practices, equity, and serving rural schools.

The Region 17 Center's director and staff will engage in a series of regular meetings to manage the services and activities and to monitor progress toward the objectives and milestones.

- **Center management meetings:** Every month, the director, state service managers, and financial administrator will meet to monitor the status and progress of projects, review resource and staffing allocations, and monitor the budget.
- **Project planning meetings:** Every other month, the director, state service managers, key project staff members, communications lead, and internal evaluator will meet to discuss evolving priorities and needs, the status of projects, and strategies to connect activities and strategies across projects and states.
- **State meetings:** Every month, the director, state service managers, key project staff members, and communications lead will meet to share developments in state context and policy, coordinate activities and projects, and identify ways to leverage resources.

Region 17 Center Timeline

The preliminary timeline for the five-year Region 17 Center plan is in table 10. We will develop detailed timelines at the start of each project year based on the finalized state service plans.

Table 10. Five-year plan for Region 17 Comprehensive Center

Major Activities	Year 1				Year 2				Year 3				Year 4				Year 5			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Center Management																				
Kick-off meeting with ED	○																			
Semimonthly progress reports to ED	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Progress monitoring calls with ED program officer (monthly)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
CC Director meetings	○		○		○		○		○		○		○		○		○		○	
Internal management team meetings (monthly)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Budget review meetings (monthly)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Advisory Board meetings		○					○				○				○				○	
Technical Assistance to SEAs																				
Review/refine Year 1 services plan	◆																			
Bimonthly meetings with the SEA Leadership Team	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Assess SEA capacity	◆			◆	◆			◆	◆			◆	◆			◆	◆			◆
Deliver TA	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Develop annual services plan					◆				◆				◆				◆			

Major Activities	Year 1				Year 2				Year 3				Year 4				Year 5			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Evaluation																				
Review fall activities	○				○				○				○				○			
Review winter activities		○				○				○				○				○		
Review spring activities			○				○				○				○				○	
Progress review				○				○				○				○				○
Submit grant performance report (ED 524B)			◆				◆				◆				◆				◆	
Submit annual evaluation report				◆				◆				◆				◆				◆
Review annual report with staff					○				○				○				○			
Final report to ED																				◆
— Ongoing work ○ Meeting ◆ Milestone or Deliverable Quarters: 1 – Oct, Nov, Dec 2 – Jan, Feb, Mar 3 – Apr, May, June 4 – July, Aug, Sept																				

Performance Management Processes

Our team will deploy established and successful systems developed in partnership with U.S. Department of Education personnel to develop and refine work plans, milestones, and schedules for all Region 17 Center services and products. Our internal operations and project management systems ensure quality, adhere to financial parameters, and systematically identify and mitigate risk through performance monitoring. Our 53 years of experience includes operating grants and contracts for REL Northwest, NWCC, the Equity Assistance Center, and other federally funded capacity-building centers and programs.

Education Northwest is well equipped to properly allocate costs in accordance with federal cost principles, and our accounting system (Deltek Costpoint) is designed to properly charge and allocate costs to the appropriate contracts and grants. Our staff members use a database system to track required deliverables, events, and significant milestones for all contracts and grants. The database, administered by our finance office, provides evidence of progress toward important milestones. The finance office generates monthly reports of work completed and work scheduled for completion in the coming month. Project leads use this information to monitor performance and take corrective action if needed, ensuring we deliver high-quality services and products, even under urgent deadlines.

Education Northwest's internal control systems are designed to systematically identify and resolve problems through performance monitoring and documentation of activities, quality assurance procedures, and reporting. In our monitoring assessments by the U.S. Department of Education, we consistently meet all requirements for operation of NWCC. In 2018, we received a commendation for the databases and systems we use to monitor project performance and track the progress and completion of outcomes, outputs, and milestones.

To ensure effective performance, Education Northwest selects subcontractors with demonstrated capacity to meet quality performance standards; assigns well-defined tasks to each subcontractor matched to their demonstrated capacity; develops clearly defined work scopes with timelines and milestones; and uses established processes and tools to direct and monitor performance, including regularly scheduled calls to coordinate activities.

Quality Assurance

All services and products will undergo a thorough and systematic internal quality assurance process, which includes reviews by multiple staff members, content experts, and the director. Experienced technical editors ensure our products and materials are written in plain language and focused on information relevant to the specific audience(s).

We will implement quality assurance processes that consistently result in 100 percent client ratings for high-quality, useful, and relevant services. These processes include systematic and collective planning, as well as peer review of services and products. We regularly solicit feedback from clients, partners, and stakeholders and hold debrief sessions to identify steps for improving future work.

Our quality assurance processes comprise three steps: planning, implementation, and reflection. In the planning step, individuals associated with the activity collectively preview the goals, timeline, and resources to ensure their plan is desirable and feasible. The implementation step involves monitoring progress to identify and resolve unforeseen problems and cross-check

the work to ensure its quality. During the reflection step, project leaders conduct a debriefing to determine what worked well and what did not, as well as how the work could be better performed next time. Each of these three steps requires accountability and commitment to take action to improve established work.

Quality of Project Personnel

We have assembled a strong and experienced team of staff members who have worked closely with educators in Idaho and Montana for many years. They bring key experience, trusting relationships, and critical knowledge and skills to the proposed work. Résumés for the director and key personnel are included in Appendix E.

Qualifications of Director

Marybeth Flachbart is a senior leader at Education Northwest, where her portfolio of work focuses on school and system improvement and literacy. Marybeth has deep experience supporting education leaders at the national, state, and local levels. Examples include her work with the National Governors Association, Early Childhood Task Force, Reading First National Technical Assistance Center, the Idaho governor's Task Force for Literacy, the Montana Comprehensive School Plan, Montana Literacy Plan, leadership teams, support of the North Slope Borough School District's literacy plan, the Northwest Literacy Cooperative, Houston Independent School District, Teachers Make the Difference initiative, and the Houston Blueprint for Literacy. Marybeth is the director of NWCC and the state coordinator for Idaho. Her capacity-building work focuses on increasing organizational capacity to meet the needs of all learners. Before joining Education Northwest, she served as president and CEO of Neuhaus Education Center in Houston, Texas, a nonprofit think tank for literacy solutions. Marybeth served as deputy superintendent at ISDE under two politically diverse administrations, taught at Boise State University, and directed Idaho's Reading First Program. She has a doctorate in curriculum and instruction from Boise State University and a master's degree in special education from Fairfield University, and she is a certified academic language therapist and dyslexia specialist.

Qualifications of Key Staff

Jennifer Esswein, Ph.D., will serve as the state service manger for Idaho. She is an organizational leader in training, coaching, and technical support, as well as research and evaluation, at Education Northwest. Since joining the organization, Jennifer has been leading a research alliance in Idaho through REL Northwest. She also provides technical support to state education staff members on their accountability and school improvement plans. Before joining Education Northwest, she served as the deputy director of accountability for the Tennessee Department of Education. In this role, she led the work on assigning Title I district and school designations; redesigned the state's accountability methodology to adapt to Common Core State Standards-aligned testing; and transformed the state's accountability system through processes and documentation that increased efficiency, accuracy, and transparency. Jennifer also has strong experience overseeing complex data collection efforts, including survey administration. She earned a doctorate in quantitative research, evaluation, and measurement in education from The Ohio State University. She also served as a data fellow in the Strategic Data Project at Harvard University.

Aurora Moore, Ph.D., will serve as the state service manager for Montana. She provides training, coaching, and capacity-building services to state education agencies, school districts, and schools on various policy, program, and practice issues ranging from early learning to postsecondary success. Aurora's expertise includes federal and state policy, organizational systems analysis and design, change management, group learning and process facilitation, and program planning and evaluation. In her role as the Montana state coordinator for NWCC and REL Northwest, Aurora has helped state agencies develop and implement their ESSA plans; develop professional learning systems that address the challenges of capacity building in large, rural states; and build capacity for school improvement. In partnership with OPI, she designed and facilitated three large initiatives in Montana: the American Indian Achievement Task Force

(a cross-office working group that seeks to improve outcomes in schools located on reservations), a math training program for teacher leaders, and a network of districts and schools that offer alternative and innovative learning options. As the lead of REL Northwest's research-practice partnership on recruiting and retaining educators, Aurora developed deep expertise on the issues rural schools face in ensuring access to experienced and effective educators. In this role, Aurora has also facilitated LEA strategic planning and helped cross-sector collective impact initiatives strengthen their capacity to design programs based on data and evidence. Her direct services for school improvement include facilitating school teams using Education Northwest's Success Now! approach and designing a science, technology, engineering, and math (STEM) lab school. Before joining Education Northwest, Aurora was a policy analyst and data coach for the San Francisco Unified School District, where she supported the implementation of school improvement grants, leading teachers and administrators to use classroom- and school-level data to drive instructional and programmatic improvements. Aurora began her career in education as a research assistant for the federally funded High Performance Learning Communities project, which involved building the capacity of schools in rural and urban Oregon and California. Aurora has a doctorate in education policy, organizations, and leadership studies from Stanford University.

Mandy Smoker Broaddus will serve as a technical expert and capacity building service provider. She has over 15 years of experience working toward social justice, equity, inclusivity, and cultural responsiveness, particularly in the realms of American Indian education and rural contexts. A practice expert in Indian education at Education Northwest, Mandy is passionate about developing culturally responsive systems that meet the needs of all students, regardless of where they come from or the size of their community. She provides support to the Indian education directors for five state education departments in the Northwest, including Idaho and Montana. In addition, she provides services related to Native language revitalization efforts, school improvement, tribal consultation, family and community engagement, curriculum

development, and other key areas that affect Indian Country in the Pacific Northwest. She has served at the tribal college, K–12, and state education agency levels across her home state of Montana, where she is an enrolled member of the Assiniboine and Sioux tribes of the Fort Peck Reservation. Her leadership of the Schools of Promise initiative led to the development of a new model for improving Montana’s lowest-performing schools, which were all located on rural/remote reservations. She also led the state’s Indian Education for All work, which served as a model for many other states seeking to include American Indian identity, culture, and history in their educational systems. She received the 2015 National Indian Educator of the Year Award from the National Indian Education Association, as well as an appointment by President Obama to the National Advisory Council on Indian Education. A graduate of Pepperdine University, Mandy also earned a master’s degree from the University of Montana and has attended UCLA and the University of Colorado for additional studies.

Rosalie (Rosie) Santana will serve as a technical expert and capacity building service provider. She is a senior advisor in equity and school improvement at Education Northwest and provides coaching and support at all levels of the school system centered on collective school improvement and student achievement. Before joining Education Northwest, she worked in Houston, Texas, where she served as the English language learner coordinator at Neuhaus Education Center. Rosie was also the Idaho southwest school improvement coordinator. She developed educational reform strategies built around school effectiveness, led the state’s school improvement coaches, and trained others in how to build capacity for effective change in rural settings. She later served as the director of Idaho’s Reading First program, where she assisted districts that were awarded K–3 literacy grants. In this role, Rosie developed, planned, and coordinated professional development trainings for grantees and their instructional coaches. She also served as a district literacy curriculum coordinator and director of professional development in Idaho for Caldwell School District, where she supported teacher leaders and administrators by leading professional development in multiple subject areas. Rosie has a

bachelor's degree in education from Boise State University and a master's degree in educational administration and leadership from the University of Idaho.

Carrie Cole is an independent educational consultant with Side-by-Side Educational Consulting, specializing in the training and delivery of research-based literacy practices. She will serve as a technical expert and capacity building service provider. Carrie leads the Side-by-Side team, working in schools and districts, supporting consultants, and ensuring clients receive the highest-quality support possible. She has a master's degree in literacy and is known for her ability to not only communicate the latest research on effective education practices but also demonstrate how to implement it in classrooms. She is especially passionate about serving children living in poverty. She has worked with and advised state officials, district leaders, school administrators, instructional coaches, and teachers across the country. She has also written and delivered on-site professional development and coaching centered on effective instruction and evidence-based literacy practices at the state, district, and school levels. She is particularly skilled at partnering with leaders to create systems that reduce the gap between advantaged and disadvantaged students in all disaggregated groups while helping schools and districts build site-based capacity and sustainability in the improvement process. She is a contributing author of CORE's *Teaching Reading Sourcebook* (second and third editions). Before consulting, Carrie was a professional development specialist for ISDE, a regional educational consultant for a major publishing company, and a teacher at the elementary (all subjects) and secondary levels (English language arts).

Ira Pollack will serve as the knowledge manager for the Region 17 Center. He provides research and information capacity building to various clients. He has extensive experience providing online research and reference services, as well as developing and disseminating collections of education-related materials. An Education Northwest staff member since 1996, Ira serves as NWCC's information services coordinator, helping SEAs increase knowledge and skills in educator evaluation systems, school turnaround, and Common Core State Standards.

He has built comprehensive library collections in areas such as educator effectiveness, school and district improvement, equity, school safety, and math and science. Ira has also developed and maintained webpages and databases, and he has written articles and managed the development of print and online publications. In addition, Ira has presented at national and regional conferences on topics such as bibliographic instruction and subject guide Internet resources that strengthen information literacy. Ira has a master's degree in library and information studies from Florida State University.

Kate Fitzgibbon, a strategic communications advisor at Education Northwest will serve as the communications coordinator. She has extensive experience in outreach and dissemination—and a passion for creating and planning campaigns to share best practices and lessons learned with education stakeholders. Kate leads multiple dissemination and outreach activities to inform and engage diverse audiences in the broad portfolio of work conducted through NWCC and REL Northwest. Through web content development, social media, and other communication platforms, she works to ensure the right people get the information they need when they need it. She also creates marketing campaigns for products and services; develops processes that facilitate improved internal communication; and advises and contributes to project management, content marketing, quality assurance, and business development efforts.

Additional Expertise

In addition to the core staff members listed above, Education Northwest has diverse experts in a wide variety of subject areas who can be deployed to support the needs of ISDE and OPI. Brief biographies of selected staff members are below.

Kimberly Barnes has spent the last 25 years as an educator, facilitator, instructional coach, and consultant in K–12 education systems nationwide. Her experience includes working as the associate director of the Center for School Improvement and Policy Studies at Boise State

University, a turnaround leadership coordinator at ISDE, and a consultant in both rural and urban school communities at over 200 schools nationwide. Kimberly provides consulting and capacity-building services in system and school improvement, educational leadership, evidence-based literacy instruction, teacher evaluation, data-driven decision-making, and designing networks of learning.

Sarah Frazelle is a senior advisor of research and evaluation at Education Northwest. She works closely with various education stakeholders and has more than nine years of experience facilitating collaboration across departments in SEAs and LEAs. As the lead of the Montana Education Research Alliance for REL Northwest, she provides analytical capacity-building services focused on data quality and early warning systems for dropout prevention. In addition to writing early warning system implementation publications and building a set of related modules for professional development, Sarah has designed a set of evaluation tools for examining key implementation levers. Her early warning system implementation work is used in districts in Montana, Oregon, and Washington, and she has been an invited speaker and collaborator at regional and national early warning system events.

Steve Klein specializes in the design of performance accountability, finance, and career pathway systems for career and technical education and the evaluation of career readiness and workforce policy initiatives. He is directing an evaluation of the Association for Career & Technical Education's Postsecondary Leadership Success Program. Before joining Education Northwest, Steve served as principal investigator for the National Center for Innovation in Career and Technical Education and directed evaluation studies for the congressionally mandated National Assessment of Career and Technical Education.

Trevor Saponis is a senior advisor at Education Northwest, where he provides capacity-building services to schools, districts, and states to support improvement efforts, with a focus on data collection and analysis in professional learning communities. In addition, he has led projects to develop new and supplement existing curricula, delivering content both in person

and online. Trevor began his career as an educator in the New York City Teaching Fellows program, teaching English and journalism classes. After joining the central office of the New York City Department of Education, he worked on the multiyear rollout of ADVANCE, a teacher evaluation and professional development system, leading trainings with teachers, principals, and university faculty members on the implementation of the observation and feedback cycle.

Steve Underwood supports educators at the state and local levels in understanding and implementing evidence-based literacy practices while assisting leaders in navigating the challenges involved with changing individual and system habits of practice. He directed the Idaho Statewide System of Support, for which his team developed educational reform approaches and coaching strategies to help schools think more systemically in areas such as standards alignment, collaborative teaming, Response to Intervention, family and community engagement, and educator effectiveness.

Jacob Williams focuses on capacity-building services and support in the area of school improvement. He has assisted districts in Alaska, Washington, and Wyoming in developing and implementing multi-tiered systems of support and data-informed school improvement strategies. Before joining Education Northwest, Jacob served as a manager/director for research and capacity-building projects at The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

Sara Kraemer, Ph.D., owns Blueprint for Education, a strategic consulting firm that focuses on designing impactful strategies to support high-quality teachers and leaders across the educator continuum. Most notably, Sara was a capacity-building provider and subject matter expert for SEAs, LEAs, and schools from 2007 to 2016 for the U.S. Department of Education's Teacher Incentive Fund programs. Since 2017, she has served in these roles for the Teacher Quality Programs Technical Assistance Center. Sara also serves as a strategist, facilitator, and collaborative thought partner to build the capacity of grantees and the U.S. Department of Education on various programs focused on implementing strategies to equitably attract, recruit,

develop, and retain high-quality teachers and leaders in high-need LEAs and schools, including rural and remote LEAs. She helps bridge critical strategic partnerships with institutions of higher education and other key stakeholder groups necessary to build and support equitable teacher and leader pipelines. This work includes comprehensive program sustainability planning so that the effects of these programs are long-lasting. Sara has a doctorate in industrial and systems engineering, and she brings a distinctive systems-design lens to large- and small-scale innovation of educational systems.

Personnel Management System

Our performance management strategies described in the previous section include systematic personnel management tactics. We use a dynamic staffing approach to ensure we leverage Education Northwest's broader pool of in-house and consultant experts to help us respond nimbly to new and evolving capacity-building needs and priorities. This approach will enable us to quickly reassign people to task teams over the course of the five-year project. It will also minimize any negative impact of staffing changes or shifts in priorities or timelines.

The Region 17 Center personnel will work in interdisciplinary teams assembled to provide the content expertise and technical knowledge to support the state service plans. These teams will be organized to provide flexible and responsive services. The director and state service managers will regularly assess the staffing needs relative to changes in the plans.

Education Northwest has more than 100 professional staff members, including experienced capacity-building providers and content experts in areas such as literacy, math, career and technical education, school improvement, educational leadership, youth development, and supporting English learner students. We will draw from this significant in-house expertise to provide capacity-building services. Education Northwest and our partners also have access to a cadre of experts to enhance the breadth of our content expertise and technical capabilities.

Commitment to Diversity

Education Northwest is committed to ensuring diversity in employment and contracting. We seek to provide equal employment opportunity to all persons, and we prohibit discrimination on the basis of race; religion; gender; age; physical, mental, or sensory disability; marital status; sexual orientation; national origin; or criminal record. We provide similar protection and opportunities for military veterans.

This policy of equal opportunity applies to and is an integral part of every aspect of personnel policy and practice in the recruitment, employment, development, advancement, and treatment of our employees. Education Northwest's Affirmative Action Program ensures our commitment to diversity and our equal employment opportunity policy are fulfilled. We conduct an annual internal review to confirm all personnel transactions provide equal opportunity for all individuals and that the Affirmative Action Program is meeting our organizational goals. The Office of Federal Contracts Compliance conducts periodic checks of equal employment opportunity documentation and reporting, and Education Northwest has passed all audits.

Knowledge of ESSA and Evidence-Based Programs

Education Northwest has been directly involved in federal education policy and legislation for more than half a century. Our active involvement continues through our operation of REL Northwest and other federally funded projects, which keeps us firmly grounded in current and emerging federal programs and policies.

In meeting the education needs of our region, we also remain focused on the unique contexts of the people and communities we serve. Working side by side with district and SEA personnel, we have gained a comprehensive understanding of the educational initiatives and policy environments in the Northwest. We help states, districts, and schools identify, select, and implement evidence-based practices in core academic areas and in the operation of education systems.

Our staff members have played active roles in designing and implementing ESSA consolidated plans in Idaho and Montana. They have also developed deep knowledge of the federal law through their NWCC projects with the SEAs, along with the regional programs and initiatives the states are implementing to meet the requirements. In our REL Northwest projects, we support ESSA implementation by building the capacity of educators and stakeholders at all levels of the system to make effective use of data and research to inform their decisions.

We supported the development of the Idaho ESSA consolidated plan and helped ISDE establish implementation support, both internal to the agency and external to districts and schools. Our capacity-building services included facilitation, policy development, and professional learning. We also worked with ISDE to develop a school improvement framework and manual and to create a state-level technical assistance team to serve CSI and TSI schools as part of the ESSA implementation plan. We developed tools and reports, and we provided coaching to the state technical assistance team to build its capacity to use data to select CSI schools and to inform school improvement efforts. We are helping the team identify evidence-based practices to improve graduation and postsecondary outcomes, analyze data to spotlight schools with demonstrated improvements in graduation outcomes, and use the finding to shape support for CSI schools,

In Montana, we provided expert consultation, coaching, resources, and facilitation to help OPI develop the state's ESSA consolidated plan. We facilitated stakeholder engagement sessions, and we helped OPI design the accountability system and the school improvement services for high-priority LEAs and schools identified for targeted support. We are providing services, resources, and professional learning to support ESSA implementation and to help OPI leverage connections across programs and create system alignment and coherence. As an example of this work, we helped develop learning modules on ESSA report cards for teachers, administrators, families.

Delivering Capacity-Building Services

Education Northwest staff members have provided thousands of policymakers and practitioners with capacity-building services and professional learning. Our staff is adept at both traditional and innovative formats, and we provide support through a range of options—from customized consulting and job-embedded coaching to large-scale trainings.

Through NWCC and numerous other projects, staff members provide capacity-building services that help SEAs develop internal organizational strength by establishing effective structures and processes for implementing programs and initiatives. Capacity-building services include partnering with SEAs to analyze root causes, develop logic models and theories of action, and craft implementation plans. In addition, we help SEAs create structures (e.g., cross-divisional project teams, clear definitions of roles and responsibilities) and processes to ensure a focus on performance. These processes include components such as allocating resources to create realistic plans and budgets; defining a shared vision and articulating indicators of fidelity so that everyone knows what success looks like; and collecting and using data to make decisions, monitor performance, and take actions to improve performance.

The NWCC staff has provided capacity-building services to SEA staff members in multiple ways, including supporting the departments in their documentation of various procedures (e.g., school improvement plans); planning meetings; facilitating meetings and events (e.g., internal state meetings, convenings, NW RISE job-alike groups); providing on-site support, training, and coaching (e.g., strategic planning, systems improvement, developing various documents—such as a data guide, a survey, a work plan, and training materials on strategies to support literacy improvement in alternative middle schools); sharing information (e.g., building understanding of evidence-based practices by sharing a research summary); and providing feedback on documents (e.g., state ESSA plans, ESSA report card design and process, multi-tiered systems of supports related to the ESSA plan, and the state accountability system plan).

Education Northwest has extensive experience using the capacity inventory to assess the extent to which SEA teams have built their capacity across the various capacity inventory traits. NWCC staff members identify expected outcomes, outputs, and milestones based on the traits for each project.

In the Year 6 annual evaluation report, SEA staff members reported that NWCC helped increase their capacity to implement and support state-, district-, and school-level initiatives. In addition, they said our services contributed to their knowledge in multiple areas and that they, in turn, share that knowledge in other settings. All survey respondents rated the overall quality of NWCC's capacity-building services as "very high" or "high," "very relevant" or "relevant," or "very useful" or "useful."

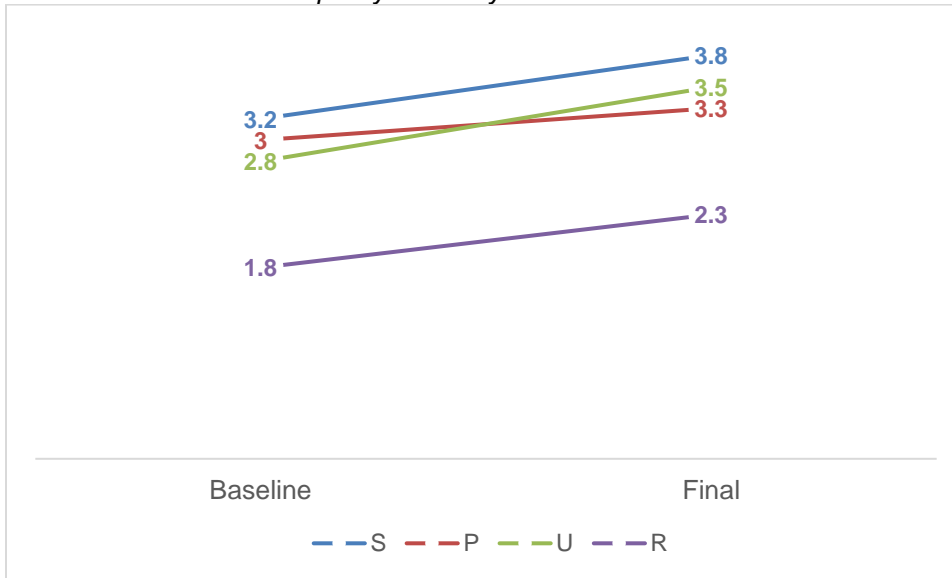
In the words of one SEA client: "[NWCC's capacity-building support] was very much aligned to what we were doing, and it was one of the fundamental pieces of what we were doing. The questions they asked helped us build a better program or process, and they were able to provide us data when we needed to see what we could be doing better." Another client reported that "[NWCC has helped build the SEA's capacity by] giving feedback along the way, which helps us continue the work in the absence of the NWCC and builds confidence and helps lay the foundation ..."

When we worked with OPI on its American Indian Achievement Task Force (described in the *Significance* section), we established clear and measurable goals to address the problem of persistent low performance of American Indian students, particularly those attending schools on reservations. By supporting OPI staff members through meeting facilitation and root cause analysis, Education Northwest helped build their capacity to articulate a theory of change related to raising American Indian student achievement, as well as identify successful strategies and specify both inter- and intra-divisional actions. This increased capacity was supported through stakeholder interviews, progress toward milestones (table 10), and growth in average capacity inventory scores from baseline to final (figure 7).

Table 12. Progress toward milestones for the American Indian Achievement Task Force

State	Project	Number of Milestones Identified	Number of Milestones Met	Number of Milestones in Progress
Montana	American Indian Achievement Task Force	4	4	0

Figure 8. Baseline and final capacity inventory scores for the American Indian Achievement Task Force



Other projects that illustrate our experience and results delivering capacity-building services in Idaho and Montana are described below.

Education Northwest has been supporting Idaho superintendents through the **Idaho Superintendents Network**, which comprises superintendents who work together to develop a leadership community focused on teaching and learning. Specifically, the members consider obstacles that may be preventing improvement in the quality of the instruction in their districts. ISDE acts as a resource and provides the necessary research, experts, and planning to bring together superintendents from across the state to discuss concerns.

In 2017, Education Northwest created the **Northwest Literacy Cooperative**, a partnership between multiple districts in Idaho and the Education Northwest language and literacy team. The purpose of the cooperative is to improve literacy outcomes for students by sharing what's

working related to curriculum and instruction, incorporating the expertise of external and local experts, and collectively brainstorming solutions to common challenges. The initial year of the cooperative (2017/18) focused on leveraging the power of districts' instructional literacy coaches and administrators. Members participated in a series of four one-day collaborative learning sessions focused on improving their understanding of the five foundational components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension), how they look in practice in the context of adopted materials, and the key skills and protocols for effective classroom coaching. Members were further supported by seven virtual professional learning sessions, and they now participate in a moderated online learning platform for coaches that will provide real-time assistance on demand. In the second year of the cooperative, teacher leaders were invited to attend to increase student access to effective literacy instruction. The cooperative is set to move into more schools in the coming year.

Additionally, in 2015, Education Northwest worked with Idaho's **Jerome and Caldwell school districts** to review, identify, and adopt new K–5 literacy curricula. In Jerome, we facilitated a two-day meeting of the district's curriculum selection committee to set the stage for a review of its literacy curriculum and establish the decision-making process for evaluating and reviewing evidence-based curricula. We then provided an overview of the research and the criteria for evidence-based literacy instructional programs and the role of Idaho's English language arts standards. We facilitated a final committee meeting with the purpose of arriving at a decision that was recommended to the board for adoption. We then provided additional support on communicating with staff members and stakeholders and training teachers for the transition to the new literacy curriculum. In Caldwell, we conducted an inventory by observing literacy instruction in more than 150 elementary and secondary classrooms to determine how well the district's literacy program was being implemented.

In Montana, over the past three years, we have partnered with OPI to provide math and **literacy support to schools in the Anaconda, Butte, Columbia Falls, Hardin, Lame Deer,**

Libby, and Rocky Boy school districts. Education Northwest collaborated with OPI to help schools implement the Montana Math Plan and Montana Comprehensive Literacy Plan (MCLP) as part of providing grant funding to CSI and TSI schools. The focus of assistance was unique to each school's current state of performance and implementation, as determined by OPI's continuous improvement needs assessment. However, in general, it focused on improving universal classroom instruction through direct coaching with teachers and administrators. Additionally, we provided professional learning workshops at the fall 2016 and winter 2017 Montana Title I convening. The workshops focused on building foundational knowledge of the Mathematical Practice Standards. The multiple-day workshops developed teachers' understanding of how to align instruction with the standards; design lessons that address each of the eight practice standards; create classrooms conducive to problem-solving, group work, and rich discussions about math. Further, over the past two years, our staff facilitated the MCLP advisory board to support OPI leaders as they guided the consultants who provided literacy services.

In addition, Education Northwest and OPI recently collaborated on the delivery of the **Math Matters Montana initiative**. Specifically, we worked alongside the OPI Content Standards and Instruction Division to deliver high-quality professional learning workshops on the Montana Common Core Standards in Mathematics (MCCSM). We also gathered data about the professional learning needs of Montana's teachers and administrators, developing a deep understanding of the types of classroom-level coaching that would support sustained improvements in practice.

Our services to improve math instruction reflect both a practical knowledge of MCCSM and the extensive experience of our staff members as we design and deliver high-quality capacity building and professional development in the teaching and learning of math. Our professional development is carefully sequenced to help teachers build familiarity and understanding of MCCSM, using the math practices as an entry point for understanding the progression of

standards, the instructional shifts required, and the new skills and capacities required of both teachers and students. We continue to provide follow-up training and coaching for specific shifts in pedagogy, including how to facilitate classroom discussions, use rich tasks to support the development of deep conceptual understanding, and encourage growth mindsets among students. Our professional development for principals helps them support effective instruction and student learning at the local level.

In 2016/17, Education Northwest provided support to **improve math outcomes for four Title I schools in Montana**. Specifically, we collaborated with school leaders and other partners to implement the Montana Comprehensive Mathematics Plan. Areas of focus for support across each school included helping personnel analyze data to determine areas for instructional improvement, designing and implementing or refining a tiered system of support, and helping teachers identify and implement high-leverage math instructional practices. We provided job-embedded professional learning to teachers and administrators through individualized team sessions, the design and implementation of model math lessons, instructional coaching observations and debriefs with math teachers, and collaborative coaching observations of teachers with administrators to support sustainability of the newly implemented teaching practices. Teachers in our collaborating schools said the assistance we provided resulted in students “gaining more confidence in mathematical ideas” and the ability to “converse with each other.” Additionally, one teacher said, “I appreciate how well the team worked together, problem-solved, and put our minds together for the [improvement] of the student body.”

Quality of the Project Evaluation

The Region 17 Center will include a formative and summative evaluation to ensure regular feedback is provided for continuous improvement in the operation of the project, as well as to ensure data are collected and analyzed to assess progress made toward the intended outcomes of the project and the performance measures of the center. This section of the proposal introduces the evaluation approach, the proposed evaluation team, and our capacity to conduct a comprehensive evaluation of a regional Comprehensive Center. A more detailed evaluation plan is in Appendix C.

Comprehensive Evaluation Approach

Education Northwest proposes to conduct a formative and summative evaluation over the life of the cooperative agreement to help internal capacity-building staff members use data and evidence in their ongoing work, as well as to report on progress toward performance measures and outcomes for the U.S. Department of Education. We developed our evaluation plan (Appendix C) based on the requirements of the request for proposals, lessons learned from prior evaluations of regional Comprehensive Centers, experience translating data and evidence into actionable information, and the Region 17 Center logic model (Appendix A). The formative evaluation will ensure the internal Education Northwest evaluation team interfaces with the personnel who are building the capacity of stakeholders in Idaho and Montana to use data and information in their everyday work with SEAs and LEAs. The summative evaluation will ensure the external subcontracting team tracks progress toward capacity building milestones; outputs; and short-, medium-, and long-term outcomes that are specified in the logic model—particularly for the intensive capacity-building services—and provides accountability information on an annual basis to the U.S. Department of Education.

Independent, Knowledgeable, and Responsive Evaluation Team

Education Northwest and our subcontracting partner, Concord Evaluation Group, are exceptionally well qualified to carry out this mixed-methods formative and summative evaluation of the Region 17 Center. We understand the challenges associated with planning and conducting a cross-state, multilevel evaluation, and we are prepared to work closely with the Education Northwest team, as well as the SEAs and LEAs, to design and implement a robust evaluation to understand the capacity they have built, the Region 17 Center's progress toward outputs, capacity building milestones, and outcomes.

Specifically, our team offers the following:

- We have already built relationships with ISDE and OPI through collaboration on REL Northwest projects, as well as other federal and state contract work
- We have deep knowledge of research and evaluation methods, including expertise in mixed-methods evaluation and experience conducting large-scale multisite evaluations
- We have a deep understanding of the capacity inventory (Appendix F) and extensive experience using it to measure capacity, as shown by the data provided in NWCC's annual evaluation reports and 524B reports provided to the U.S. Department of Education since 2012
- We have demonstrated experience and expertise in recruiting multiple types of stakeholders to provide the information needed to assess progress and gauge satisfaction with services
- We have expertise in presenting evaluation findings in a clear, relevant, and actionable manner to multiple audiences, including internal capacity-building staff members and our external funder

- We have a demonstrated commitment and ability to collaborate with internal and external clients to conceptualize, design, and implement evaluations that combine rigorous analysis with regular, ongoing feedback and actionable findings
- We regularly partner with other firms to ensure well-rounded and comprehensive skills and knowledge that fully satisfy client needs

The internal formative evaluation team will be led by Dr. Fiona Innes Helsel. She has multiple years of experience directing projects; conceptualizing, conducting, and leading evaluations; managing personnel; and working closely with local, state, and federal agencies to use evidence-based information in everyday decision-making. Since joining Education Northwest in 2012, Fiona has been leading the formative and summative evaluation of NWCC, which has involved providing evidence-based feedback to internal staff members to guide the capacity-building services they provide to SEA personnel, as well as tracking and reporting to the U.S. Department of Education progress toward NWCC's goals and the federal performance objectives. As a part of the NWCC work, Fiona co-developed the capacity-building rubric that was described earlier in this proposal.

The internal formative evaluation team will have three main roles. First, it will provide ongoing feedback to internal staff members for continuous improvement purposes. Second, it will collect data to assess Region 17's targeted and universal capacity-building services. Third, it will work with the Region 17 capacity-building staff to provide the necessary information (e.g., SEA/LEA contact information) to the external evaluator for the summative evaluation, particularly for the intensive capacity-building services.

The external summative evaluation will be led by the subcontracting team at Concord Evaluation Group. Dr. Christine Andrews Paulsen, who founded Concord Evaluation Group in 2008, has been conducting evaluation research since 1990. Since founding Concord Evaluation Group, Christine has directed evaluation studies for several projects in both formal and informal educational settings focused on learners, as well as educators. Her methodological areas of

expertise include program evaluation, qualitative and quantitative research methods, statistics, and human factors research. As the principal research scientist at Concord Evaluation Group, Christine is responsible for supervising all other research staff members and consultants; managing budgets and timelines; conceptualizing research studies; developing study instruments, including web- and paper-based surveys, observational data collection tools, and other measures and instruments; collecting data; performing descriptive, qualitative analyses and inferential statistical analyses of quantitative data; writing reports; and presenting research findings at client meetings, at professional conferences, and in peer-reviewed journals. Christine has been working with Education Northwest since 2012 as part of REL Northwest. She has also consulted on several projects for the Massachusetts Department of Elementary and Secondary Education.

We are partnering with an external subcontractor to conduct the summative evaluation to increase the independence and credibility of data collection that is focused on measuring progress toward project outcomes, as well as the annual accountability reporting to the U.S. Department of Education (i.e., 524B report, annual evaluation report). This independence is increasingly important in the current educational climate, which has increased the requirements for federally funded projects to show impact on educator- and student-level outcomes.

The external summative evaluation team will have four main roles. First, it will collect all data required to assess progress toward the performance measures, outputs, capacity building milestones, and outcomes for the projects conducted using intensive services. Second, it will analyze and report annually to the U.S. Department of Education achievement on the performance measures in the 524B report. Third, it will analyze and report annually to the U.S. Department of Education progress toward outputs, capacity building milestones, and outcomes in the evaluation report. Fourth, it will communicate regularly with the internal evaluation team regarding its progress and obtain the information needed for data collection (e.g., SEA contact information).

Capacity to Conduct a Comprehensive and Informative Evaluation

Dr. Fiona Innes Helsel and her team at Education Northwest have a long history of providing useful evaluation results. They have conducted multiple educational evaluations with practical significance to stakeholders in the Northwest and across the country. The team's experience, connections in the region, and understanding of the organization's approach to capacity building will enrich the proposed formative evaluation. At the same time, our subcontracting team will enable the provision of external, objective, and actionable feedback.

Education Northwest evaluation clients include school districts, SEAs, communities, and private agencies, as well as the U.S. Department of Education, the National Science Foundation, and other federal agencies. Several of our evaluations have focused on SEAs' implementation of statewide initiatives. For example, between 2003 and 2009, Education Northwest conducted the statewide evaluations of the Reading First program in Alaska, Idaho, Montana, Washington, and Wyoming. Those evaluations reported on improvements in student reading achievement—and examined the delivery of capacity-building services and the development of leadership at the school and district levels. In the past several years, evaluators have worked with ISDE to examine the use of Recovery Act funds. We have also worked with the Alaska Department of Education & Early Development to create an evaluation of its state literacy blueprint. In addition, Education Northwest evaluators have conducted studies of the statewide systems of support in Idaho and Oregon, and we have worked with multiple Northwest states in the implementation of their ESSA plans. Fiona and her team have conducted the formative and summative evaluation of NWCC since 2012. This has involved the collection and analysis of data from multiple sources, using the capacity inventory to measure an SEA's capacity to implement and sustain state projects; processing the data with internal capacity-building staff members to adjust ongoing services, and reporting on progress toward center goals and performance objectives in annual reports to the U.S. Department of Education.

Education Northwest has also been subcontracting with WestEd since 2012 to evaluate the Center on School Turnaround. The goals of this center include the following:

- Increase knowledge about evidence-based practices for school improvement and effective strategies for supporting districts and schools as they implement these practices
- Ensure SEAs and districts support systemic efforts in the lowest-performing schools to close the achievement gap and increase student achievement, graduation, and college and career success

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A. Region 17 Center Logic Model

Our logic model (see Figure A-1) illustrates how the Region 17 Comprehensive Center will build SEA capacity and competence to lead and support LEAs and schools to achieve improved opportunities and outcomes for students in Idaho and Montana. Our model is informed by current research with realistic assumptions based on practical knowledge and experience.

As detailed in the *Significance* section of the proposal narrative, our SPUR model and capacity building approach and inventory tools assist SEA project teams on high-priority, large-scale initiatives so that SEAs make tangible progress with important reform efforts while building a sustainable organizational system that can take on any future initiative. This includes building SEA staff capacity to design and implement needs assessments, logic models, evaluation plans, and other tools and process that support intentional planning and scaling up of evidence-based practices. Development of the capacity approach and inventory tools were conceptually guided by existing literature on organization change and implementation science (American Institutes for Research, 2009; Beaver & Weinbaum, 2012; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Harsh, 2010).

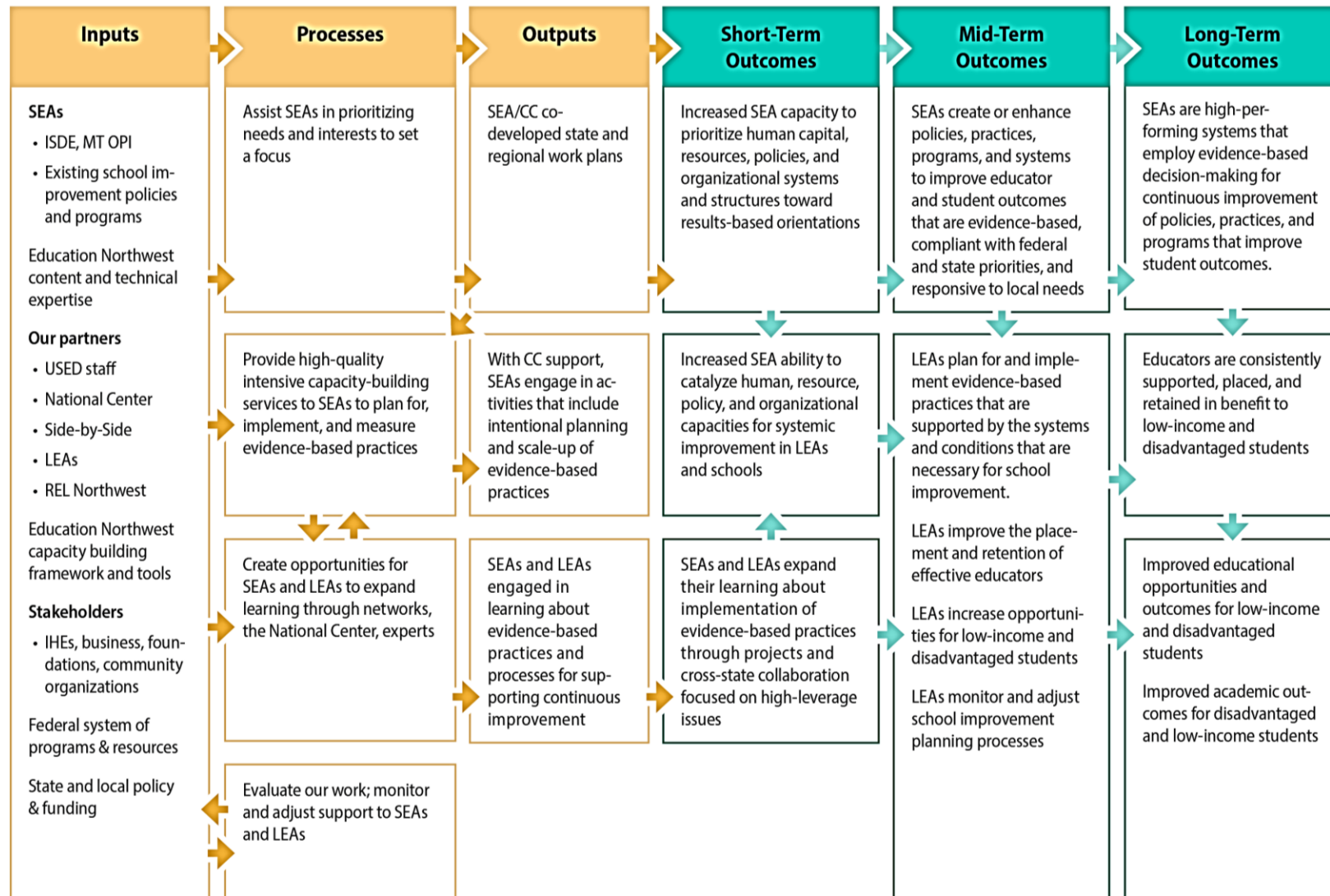
We collaborate with SEA leaders to see at a high level how best to efficiently support the building of agency human, organization, policy and resource capacity to catalyze systems change. Our model draws from research on SEAs that define their functions and strengths and limitations in creating and sustaining school improvement (Brown, Hess, Lautzenheiser & Owen, 2011; Hill & Murphy, 2011; Hodge, Salloum & Benko, 2017; Jochim & Murphy, 2013; Newell, 2015; Redding & Layland, 2015; Stosich, Bocala & Forman, 2018). The model provides a systemized lens for understanding the SEA role and the levers of influence it has at the local level.

Finally, our logic model incorporates research and best practices in process consultation, coaching, and adult learning to help promote sufficiency and sustainability of state-led school

improvement activities. Our organizational development activities are informed by the work of Schein (2009, 2013, 2016) and Lippit & Lippit (1975).

In addition to this theoretical grounding, our logic model is shaped by practical experience and refinements made through soliciting and incorporating client and partner feedback on our services and continuous improvement based on evaluation. In particular, evaluators use our Capacity Inventory as the basis for the overall evaluation of our work under the current Comprehensive Center contract, and evaluation findings are reviewed to identify opportunities for refinement or improvement in our capacity building approach and activities.

Figure A-1. Region 17 Comprehensive Center Logic Model



B. Communications Plan

The communications strategy for the Region 17 Comprehensive Center (Region 17 Center) must provide engaging opportunities for a broad range of stakeholders to learn about and identify ways to implement and sustain evidence-based programs and practices that support improved outcomes. Frequent, two-way communication with our clients is important to ensure agreed-upon outcomes, milestones, and tangible improvement are attained. It also allows for transfer of knowledge, and involvement of secondary and tertiary audiences such as schools and parents. The director, capacity building service providers, content experts, and the communications team at Education Northwest will partner to ensure the Region 17 Center projects, outcomes, achievements, and impacts are clearly communicated and widely disseminated.

Responding to the Needs of the Region

Our history of service and ongoing relationships in Idaho and Montana give us a deep-rooted understanding of each states' evolving needs, which is enhanced by active strategies to monitor and respond to the challenges of the policymakers and educators we serve. Our regional needs sensing includes ongoing interactions with clients, partners, and advisors, environmental scans of state and national policy, and analysis of state and national databases.

Our communication approach is designed to address the specific context of the region, and we will use a mix of in-person and virtual strategies to engage with clients, recipients, and stakeholders in Idaho and Montana. Online communications strategies will help to make the most of limited state resources and engage rural and remote communities. Stakeholders we might not otherwise reach may engage with the our work via our online outreach activities and digital materials.

We understand the challenges in providing professional development to stakeholders across the vast terrain of Montana and Idaho. Our approach has successfully bridged issues such as rurality and lack of time and resources to travel for in-person events. We have built and use existing online platforms such as learning management systems, chatrooms, and video conferencing to supplement face-to-face communications across SEAs, REAs, LEAs, and schools. Some examples of these are:

- The NW RISE Network, an educator support network we created in 2013 to promote teacher collaboration and student engagement among the region's most remote and rural schools, relies on virtual collaboration tools to plan and implement projects with classrooms hundreds of miles apart. Through NW RISE, teachers and leaders in rural districts from Glenns Ferry, Idaho, to Creston, Montana, collaborate with each other through face-to-face meetings twice annually, and virtually throughout the year.
- As states worked on their Consolidated ESSA Plans, we facilitated a series of webinars to connect the current NWCC region's five SEAs so they could share strategies and ideas and help each other resolve challenges.
- In our work with OPI, we have developed courses, videos, and tools for Montana's Teacher Learning Hub and work with the Hub team to enhance its delivery of courses.
- We often use a train-the-trainer approach and create meeting materials (facilitator's guides, handouts, and presentation slide decks) that are piloted on one group, revised and improved through feedback loops, and then made available on the web for use by other school and district teams.

In-person meetings are also essential for maintaining trusting relationships and meaningful consultation. Region 17 Center state services managers—who have established, trusting relationships with SEAs from working side-by-side with them—will help to ensure that resources

are used to continue to solve problems and keep initiatives moving forward. Face-to-face events provide opportunities to strengthen existing and build new relationships and learn about needs in ways that can inform our future work. We will hold outreach activities in conjunction with pre-existing convenings so they are more cost-effective.

Audiences

Our communications plan will engage a wide variety of audiences: from leadership teams at the SEA level, to district administrators, school principals, teachers, and parents. We will begin our work with the resources we have already built to continue and expand our communications with SEAs, LEAs, and schools and build two-way communications channels with parents and caretakers of students.

From our experience with large-scale dissemination projects, as well as from ongoing stakeholder feedback, we have learned that our audiences value concise communications in multiple formats. They want to receive regular updates and highly value learning from other practitioners about their successes and challenges in implementing evidence-based practices.

Educators and policymakers in the region rely on us to vet and share innovative ideas and educational practices that are grounded in evidence. Our strong relationships with educators, SEAs, LEAs, and education and youth-serving organizations and our understanding of regional needs allow us to serve as connectors for our partners and other stakeholders.

For parents, we will create resources to empower them to choose the right path for their children. For example, we can create a short video explaining what school choice looks like in Idaho. Or we can design an infographic illustrating the benefits of attaining dual credit or participating in CTE programs in Montana. We will concentrate our efforts in reaching students and families in rural area, as well as disadvantaged students.

Outreach Activities

Website

The Region 17 Comprehensive Center website will provide information related to state initiatives and policies, service plans, federal priorities, and related activities in each state. It could also serve as a hub for outreach activities. The website will feature downloadable resources, training materials, blogs, videos, infographics, and event notifications. Information related to state initiatives and policies, service plans, federal priorities, and related activities in each state may also be available.

E-newsletters

We will deliver a monthly e-newsletter with information on important work, research, policy developments and newly published resources. The focus will be distributing information and resources that support the adoption and implementation of evidence-based programs and practices. In addition to keeping subscribers up-to-date on the work of the Region 17 Center and its impacts to education in their state, we will curate content by monitoring key policy issues and state initiatives via weekly environmental scans of mailing lists, twitter feeds, and websites from SEAs, state boards of education, and others.

Tool Development

We have proven capabilities for developing and deploying numerous vehicles for summarizing and sharing evidence—making them accessible for the intended audience—through tools such as blogs, research syntheses, and briefs. Our action- and implementation-oriented guides and tools, such as a practitioner’s guide to implementing early warning systems and a guide on creating safe learning environments support the implementation of evidence-based practices.

Infographics and short videos are an engaging way to convey complex ideas and information to a diverse audience because people process visuals much faster than plain text. For instance, we created [an infographic to present findings from a research report on Idaho's](#)

[teacher shortage](#). We've produced short videos to share best practices such as how an alternative high school [program in Montana is reaching Native students](#) or how the [NW RISE Network reduces isolation](#) by connecting the region's rural teachers and leaders.

Social Media

We intent to use social media to disseminate the tools and videos created on behalf of Region 17. We will use existing hashtags to tap into active social media groups in the region. We have learned that social media is an ideal vehicle to provide the short, concise communications that our audiences prefer. Social media is a cost-effective approach to establishing a two-way communications gateway with several key audiences. We will use Facebook and Twitter to provide updates that will broadcast the resources and the work of the Comprehensive Center.

Presentations

NWCC staff members will participate in key state and regional conferences and events, such as School Administrators of Montana and the Idaho Association of School Administrators conferences. Presentations allow us to inform other stakeholders at the local level and seek their feedback in conversations during the events. The goal is to build through different channels robust and trusting relationships. In addition, we will also be participating in key SEA events such as the annual Title 1 conference in Montana and the Indian Education Summit in Idaho. These events offer the Center an opportunity to collaborate with state agencies and professional organizations and to promote CC products and services to constituents who then share those resources with their colleagues.

Videos

Nothing tells the story better than a carefully filmed video. We have worked with the NWRISE network and created two [videos](#) that tell the story of the members and how the project addresses the issues of isolation of rural schools. We will be continuing our story telling because it is important for other regions to know the work of the Region 17 Center and to find guidance and inspiration.

Partners

Education Northwest will establish the Region 17 Center from a position of deep, existing relationships across our nationwide professional network with individuals in RELs, Comprehensive Centers, OSEP-funded TA centers, equity assistance centers, universities, parent organizations, SEAs, and LEAs. We will activate this network to ensure a comprehensive focus on the regional priorities and projects. We will proactively use partnerships to improve the quality of our resources and services. In our Center communications efforts, we will strategically draw on a robust set of advisors who can provide knowledgeable insight and collaborative partners who can support development. We will create partnerships that respond to the stakeholders we serve and adapt as various needs and initiatives emerge in the field.

Education Northwest is guided by a board of directors representing constituent groups in the Northwest, including chief state school officers, superintendents, educators, researchers, and community members. In addition, our staff members have engaged in sustained collaboration with a range of stakeholders across the region, including organizations such as the Association of Idaho School Administrators, Boise State University, School Administrators of Montana, Montana University System, Montana Office of Public Instruction (OPI), and Idaho State Department of Education (SDE) among others.

Another strong partner is the Regional Educational Laboratory (REL) REL Northwest, which Education Northwest currently operates. A current example of this reciprocal relationship between NWCC and REL Northwest is with NW RISE. This rural educator network (created and facilitated by NWCC) is part of REL research-practice partnership that's building the network's capacity to use data and evidence to improve teacher collaboration and student engagement in some of the Northwest's most remote and rural communities.

We will promote events and resources developed by the National Center that are relevant to our stakeholders through social media, on our website, and in our monthly

newsletters. We will continuously scan for relevant news and material from other partner organizations and notify our stakeholders in a timely manner.

Measurement and Feedback

Two-way communication is an integral part of any strategic and responsive capacity building endeavor. We will work with the state service managers and the internal evaluator to collect useful information that will inform continuous improvement of our communications activities. We will also work with SEA teams to develop appropriate two-way communications vehicles for the education stakeholders that they serve. We will evaluate our communications strategy on an ongoing basis using the communications and engagement assessment rubric from the Reform Support Network.

C. Region 17 Center Evaluation Plan

Education Northwest staff will provide intensive, targeted, and universal technical assistance to stakeholders in Idaho and Montana over the next five years to build their capacity to implement evidence-based practices and use data to inform decisionmaking on projects. Initial high leverage areas of focus for the work include the supply and development of effective teachers and leaders, and strengthening accountability systems and their implementation with an emphasis on rural schools and American Indian students.

Evaluation Overview

Education Northwest proposes to conduct a formative and summative evaluation over the life of the cooperative agreement to help internal technical assistance staff use data and evidence in their ongoing work, and to report on progress toward performance measures and outcomes to the U.S. Department of Education. The internal, formative evaluation will be conducted by an evaluation team at Education Northwest who will have three main roles. First, they will provide ongoing feedback to internal staff for continuous improvement purposes. Second, they will collect data to assess the Region 17 Center's targeted and universal technical assistance services. Third, they will work with the Region 17 Center's capacity building staff to provide the necessary information (e.g., SEA and LEA contact information) to the external evaluator for the summative evaluation, particularly for the intensive technical assistance services. The formative evaluation will ensure that the internal evaluation team interfaces with the staff providing capacity building services in Idaho and Montana to use data and information in their everyday work with state and local education agencies.

The external, summative evaluation will be led by the subcontracting team at Concord Evaluation Group who will have four main roles. First, they will collect all data required to assess progress toward the performance measures, outputs, capacity building milestones, and

outcomes for the intensive technical assistance projects. Second, they will analyze data and complete the annual 524B report to the U.S. Department of Education on achievement on the Center's performance measures. Third, they will analyze data and report annually to the U.S. Department of Education on progress toward outputs, capacity building milestones, and outcomes in the evaluation report. Fourth, they will communicate regularly with the internal evaluation team regarding their progress and to obtain the information needed for data collection (e.g., SEA and LEA contact information). Consistent with Institute of Education Science guidelines, the summative evaluation will ensure that the external subcontracting team tracks progress toward capacity building milestones, outputs, and short-, medium-, and long-term outcomes – particularly for the intensive technical assistance projects – and provides accountability information on an annual basis to the U.S. Department of Education.¹

The internal and external evaluation team will maintain ongoing and regular communication throughout the life of the cooperative agreement, beginning by convening a kick-off meeting with the Region 17 Center staff (e.g., center leadership, capacity services staff). The internal evaluation team will also communicate regularly with the external evaluators to check-in on the progress of evaluation tasks and to plan for upcoming data collection activities, evaluation activities, and deliverables.

Evaluation Approach

The Region 17 Center staff will provide three tiers of capacity building technical assistance services. “Intensive” technical assistance will be provided onsite and require a stable and ongoing partnership between regional center staff and their stakeholders and technical assistance recipients. Intensive technical assistance will be conducted with state and local education agency stakeholders on one to two projects in each state within the high leverage

¹ Institute of Education Sciences and the National Science Foundation. (2013). Common guidelines for education research and development: A report from the Institute of Education Sciences and the National Science Foundation. Washington, DC: U.S. Department of Education.

areas outlined above. We propose that the external evaluation team will be entirely responsible for collecting and analyzing data to measure the intensive technical assistance capacity building services provided by region 17 staff. We also anticipate that we will measure progress toward all four performance measures within the intensive technical assistance category. “Targeted” technical assistance will be more generalized in nature, meaning that it addresses common needs across clients and stakeholders and is not extensively individualized. Examples include hosting a conference and facilitating a series of conference calls on a topic. “Universal” technical assistance will be the most generalized in nature. It will include assistance and information provided to independent stakeholders and other users on their own initiative (e.g., requests for resources made to our reference librarian) as well as activities such as single conference presentations made by national center staff, and resource and information dissemination via the website and e-newsletters. We do not anticipate that targeted or universal technical assistance services will focus on capacity building or have an impact on outcomes and therefore only propose to measure progress toward two of the four performance measures within these technical assistance types.

The table that follows describes the performance measures that will be assessed under each tier of capacity building technical assistance, as well as the indicators, data sources, and timing of data collection for operationalizing progress toward the performance measures. Mixed methods will be utilized to address the formative and summative components of the evaluation through the collection of quantitative and qualitative information. Following the table, we provide a description of the proposed evaluation methods.

Intensive Technical Assistance Services			
Performance Measure	Indicator	Data Source	Timing
Extent to which clients are satisfied with the quality, usefulness, and relevance of services provided	<ul style="list-style-type: none"> Percentage of clients who rate the TA services as high quality, relevant, and useful 	SEA Interview LEA Interview	Annual Annual
Extent to which the Region 17 Center provides services and products to a wide range of recipients	<ul style="list-style-type: none"> Number and type of recipients of CC services and products Number and type of participants describe receiving services and products Perceptions of products and services 	Internal Tracking SEA Interview LEA Interview	Ongoing Annual Annual
Extent to which the Region 17 Center demonstrates that capacity-building services were implemented as intended	<ul style="list-style-type: none"> Percentage of outputs² achieved Percentage of capacity building milestones³ met Change in capacity from baseline to final inventories by project Perceptions of capacity building services 	Internal Tracking Capacity Inventory SEA Interviews LEA Interviews	Ongoing Twice yearly Annual Annual
Extent to which the Region 17 Center demonstrates recipient outcomes were met	<ul style="list-style-type: none"> Perceptions of progress towards short-term, medium-term, and long-term outcomes Tracking of improvement on long-term outcomes (see logic model) 	SEA Interviews LEA Interviews Internal Tracking Administrative data	Annual Annual Ongoing End of project
Targeted Technical Assistance Services			
Performance Measure	Indicator	Data Source	Timing
Extent to which the Region 17 Center clients are satisfied with the quality, usefulness, and relevance of services provided	<ul style="list-style-type: none"> Percentage of recipients who rate the content and delivery of the services as being of high quality, useful, and relevant (overall and by event) 	Online Survey	As needed
Extent to which the Region 17 Center provides services and products to a wide range of recipients	<ul style="list-style-type: none"> Number of individuals reporting receiving services and products 	Internal Tracking Online Survey	Ongoing As needed

² Outputs are tangible. For example, in Idaho we propose to build ISDE's capacity to carry out consolidated ESSA plans. An output could be "summary documents of high leverage issues impacting SEA are created and disseminated." Evaluators will refer to the logic model for outputs, which we anticipate will be further specified as projects get underway.

³ Capacity building milestones are defined as one of the 18 capacity traits on the capacity inventory rubric. For example, in Idaho we propose to build ISDE's capacity to carry out consolidated ESSA plans. A milestone could be that "all project team members, including executive-level leaders, are aware of, understand, and/or support the vision for the project."

Universal Technical Assistance Services			
Performance Measure	Indicator	Data Source	Timing
Extent to which clients are satisfied with the quality, usefulness, and relevance of services provided	<ul style="list-style-type: none"> Percentage of recipients who rate the content and delivery of the services as being of high quality, useful, and relevant 	Online Survey	Annual
Extent to which the Region 17 Center provides services and products to a wide range of recipients	<ul style="list-style-type: none"> Number of conference presentations Number and type of information disseminated (including e-newsletters) Percentage of e-newsletters opened by recipients (click throughs) Average number of visits per month to the website and average time spent on site by visit Most downloaded documents/most visited pages 	Internal Tracking Web Analytics	Ongoing Quarterly

Evaluation Method

Sample

The primary sample for the formative and summative evaluation includes the SEA clients and LEA recipients of the Region 17 Center's intensive capacity building services. These recipients will be invited to provide their feedback on a regular basis using multiple methods. Because Region 17 encompasses many small and/or rural schools, the evaluation teams will be particularly careful to not duplicate requests for input (e.g., provide feedback on a survey *or* an interview). Additionally, we will be sure to specify what role we are requesting data for to avoid confusion for stakeholders who hold numerous roles within a state or local education agency. The secondary sample for this evaluation is the larger network of colleagues and stakeholders who experience or receive Region 17 Center services through targeted and/or universal

methods. Data will also be collected from these recipients using multiple methods such as online surveys, website analytics, and our own internal tracking.

Data Sources and Data Collection

We propose use six main data sources to conduct the formative and summative evaluation described above. Each of these data sources is described next.

SEA and LEA Interviews

We will conduct annual 60-minute phone or in-person interviews with state and local education agency staff who have participated in the intensive capacity building services provided by Region 17 Center staff. These interviews will provide data for all four performance measures. The protocols will be designed to gather information regarding their perceptions of the quality, relevance, and usefulness of the technical assistance services; the breadth of the products and services provided; effectiveness of capacity building services; and, progress towards short-, medium-, and long-term outcomes. To ensure positive responses to requests for interviews, we will ask the Region 17 Center staff to notify their state and local education agency stakeholders in advance of the evaluation team's requests to schedule interviews. We will send two e-mail requests to set-up interviews, followed by two phone calls. Concord Evaluation Group uses a scheduling application that significantly reduces the amount of time and frustration for interviewees in responding to requests for meetings. Since we began using this system in 2018, our response rates have improved dramatically, and interviewees uniformly report high levels of satisfaction and usability related to the ease of scheduling interviews.

Capacity Inventory

We will conduct twice-yearly capacity inventories with state and local education agency staff who are participating in the intensive technical assistance services provided by Region 17 Center staff. Baseline and final capacity inventories will be conducted by the external evaluation team. Interim capacity inventories will be conducted by the internal evaluation team with the

technical assistance staff and by the external evaluation team with the state and local education agency stakeholders. The capacity inventories will provide data for performance measure 2, including percentage of capacity building milestones met and change in capacity scores from baseline to final inventories.

Internal Tracking

Internal tracking procedures will be set-up with the Center's staff and the knowledge manager to ensure that information about multiple constructs can be tracked on an ongoing basis across intensive, targeted, and universal technical assistance services. We propose to track information about the number and type of recipients of Region 17 Center services and products, the percentage of outputs achieved, improvement on long-term outcomes, the number of individuals who receive services and products, the number of conferences attended, the number of conference presentations made, and the amount of information disseminated. Internal tracking will provide data for performance measures 2, 3, and 4.

Administrative Data

The external evaluators will work with the Region 16 Center capacity building team and the state and local education agency staff to determine what administrative data exists to measure improvement on long-term outcomes. The administrative data will be examined at project baseline and completion and analyzed to examine change. While these analyses are likely to be mainly descriptive in nature, to the extent possible, the evaluators will attempt to isolate the effects of the capacity building services from other sources of support. The administrative data will provide data for performance measure 4 under the intensive technical assistance services.

Surveys

We will conduct brief (10-15 minute) online or paper-and-pencil surveys on an as-needed basis with stakeholders who have received targeted or universal capacity building services. Event surveys will be released to stakeholders who participated in online and in-person events such as conference presentations and webinars to assess the percentage of recipients who rate the

content and delivery of the services as being high quality, useful, and relevant. Resource surveys will be sent to recipients of Region 17 Center information to ascertain the recipients' satisfaction with the quality, relevance, and usefulness of the resources. Online surveys will be sent out three times, including the original and two follow-ups to non-respondents, and we will conduct e-mail follow-up with all the non-respondents. The surveys will provide data for performance measures 1 and 2.

Web Analytics

We will collect website analytics over the course of the cooperative agreement to determine information such as average number of unique and repeat visits per month to the Region 17 Center website, average time spent on the website by visit, and the most downloaded files/most visited pages. Web analytics will assess progress toward performance measure 2 under universal technical assistance services.

Data Analysis and Quality Control

To help ensure the data collected are reliable and valid, we will pilot test all instruments developed for the project before administering them. Pilot tests will include small samples of up to eight individuals who are representative of the target audience, and we will use think-aloud protocols to ensure that the items are measuring the constructs we intended to measure. When possible, we will also use pre-existing surveys or items that have yielded useful data for past evaluations conducted by Education Northwest with members of the target audience.

Quantitative analyses will be used to present and interpret numerical data. They will largely be descriptive in nature, including summarizing the numerical data collected (e.g., sample sizes; frequency tables; measures of central tendency, such as averages; measures of variability such as standard deviations). In cases where sample sizes are adequate, we will also conduct subgroup percentage or mean differences using Chi-square, t-test, and Analysis of Covariance

(ANCOVA) models to assess how short-, medium-, and long-term outcomes vary for districts receiving different types and levels of technical assistance. For available longitudinal outcome data such as extant academic achievement data, we will present trends over time and will assess the association between technical assistance to districts and district level outcomes.

We posit that the effectiveness of the inputs cannot be understood fully when viewing statistical findings in isolation from qualitative/contextual data. Through triangulation, we will attempt to capture a more comprehensive picture of the activities and support provided by Education Northwest—one that statistics alone may not be able to tell. These data will help us to confirm or challenge other findings. Qualitative data will be analyzed thematically, and relevant quotes will be utilized to supplement quantitative findings and to provide rich contextual support to the quantitative data. As described earlier in the evaluation plan, we will be collecting website analytics. Whenever there are spikes or drops in website visits, the evaluators will attempt to determine why by examining the website analytics in relation to product releases, events, time of year, and any other potentially relevant event.

Evaluation staff will conduct data quality checks by verifying the accuracy and reliability of the data collected, entered, and coded. We will audiotape all interviews and compare audiotapes to the written notes. Analysts will undergo standardized training and we will support them on an ongoing basis in achieving high levels of inter-rater reliability. We will develop coding schemes and compare the coding of the transcripts to the coding schemes to ensure that codes were accurately applied.

Continuous Improvement Activities, Reporting, and Deliverables

The evaluation is intended to be an integral part of the Region 17 Center's services to ensure evidence-informed technical assistance, ongoing continuous improvement, and accountability for meeting intended outcomes. This evaluation will yield multiple types of feedback to ensure

continuous performance assessment, feedback, and reporting of progress. As part of the formative evaluation, we will participate during regularly scheduled project planning (bimonthly) meetings and we will convene an annual evaluation meeting to allow for structured reflection on the work to date, including implementation of capacity building services, and progress toward capacity building milestones, outcomes, and performance measures. Data collected following conference presentations and other events will also be provided to Region 17 Center staff on a regular basis to reflect on the quality, relevance, and usefulness of ongoing targeted and universal technical assistance. Annual reports will provide summative data for success and progress across all tiers of technical assistance. The reports will include an executive summary of the findings, identify areas for improvement, and provide recommendations for future work. Additionally, each report chapter will include a summary with actionable suggestions and recommendations.

The table below includes the type of evaluation deliverable or activity, its purpose, the annual timeline for each, and who has the primary responsibility for each of those deliverables and activities.

Deliverable/Activity	Purpose	Annual Occurrence	Primary Responsibility
Grant performance report (ED 524B)	Provide ED yearly information about progress toward the four program performance measures and any project developed performance measures	July	Concord Evaluation Group
Annual evaluation report	Provide summary of progress each year toward outputs, capacity building milestones, outcomes, and performance measures. Highlight areas for improvement and recommendations.	December	Concord Evaluation Group
In-person half-day meeting	Review annual report with TA staff; reflect and make sense of progress to date; make ongoing refinements to the work.	January	Education Northwest
Project planning meetings	Provide summary of evaluation data and feedback for formative input into ongoing work.	Bi-monthly	Education Northwest

D. Letters of Support

1. Idaho State Department of Education
2. Montana Office of Public Instruction



IDAHO

STATE DEPARTMENT OF EDUCATION

SHERRI YBARRA, ED.S.
SUPERINTENDENT OF PUBLIC INSTRUCTION

650 W. STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
(208) 332-6800 OFFICE
WWW.SDE.IDAHO.GOV

May 09, 2019

Patty Wood
Acting CEO and Board Chairperson
Education Northwest
101 SW Main Street, Suite 500
Portland, OR 97204

Dear Ms. Wood,

On behalf of Idaho and the State Department of Education, I am pleased to offer our support for Education Northwest and their proposal.

We endorse the partnerships and the agenda of research and activities, as outlined by the U.S. Department of Education. The work is aligned with the educational priorities in our state and we are confident these efforts will help practitioners and policymakers build capacity to access and use evidence in their decision making.

We welcome the opportunity to continue our partnership and build on the work of the past four years, especially emphasizing the work with our rural schools, working with comprehensive support and improvement schools, and improving reading literacy for our disadvantaged youth. We have also identified focus areas for our future work, and beyond that, we wish to be able to further negotiate the individual needs for the SDE.

We appreciate the work Education Northwest has completed with us over the years and look forward to continuing this partnership.

Sincerely,

A handwritten signature in blue ink that reads "Sherri Ybarra".

Sherri A. Ybarra
Superintendent of Public Instruction



May 20, 2019

Education Northwest
101 SW Main Street, Suite 500
Portland, OR 97204-3213

Dear Education Northwest Board:

I am pleased to offer the Montana Office of Public Instruction's (OPI) endorsement of Education Northwest's proposal to serve as the Regional Comprehensive Center for Idaho and Montana (Region 17). Education Northwest understands Montana's context and has built significant relationships throughout the state, and we welcome the opportunity for continuity of service.

In recent projects through the Northwest Comprehensive Center, Education Northwest staff have provided technical assistance in ESSA planning and implementation. Based on the new regions, priorities, and requirements for regional comprehensive centers, key members of our office consulted with Education Northwest to plan projects that will best address Montana's priorities. As outlined in the approved memorandum of understanding, the five-year service plan includes multiple projects which the state is interested in collaborating with EDNW on. I understand that we will make final adjustments to the Year 1 service plan after awards, based on our timelines and context at the time.

On behalf of the OPI, I am pleased to commit the time, leadership, and personnel needed to implement the service plan and achieve the specific goals outlined in the MOU.

Over the past seven years, the Education Northwest team has demonstrated extensive knowledge of and commitment to helping our staff build their capacity to develop and implement state-level initiatives and support district and school-level initiatives that improve educational outcomes for all students. The strengths of continuing this working relationship include the centers familiarity with Montana's stakeholders and goals.

The Education Northwest staff serving our state have the professional capacity to provide high quality comprehensive services. We appreciate the work they have completed with us over the years to serve Montana students and we look forward to continuing this partnership.

Sincerely,

A handwritten signature in cursive script that reads "Elsie Arntzen".

Elsie Arntzen
State Superintendent

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA



Putting Montana Students First **A⁺**

Montana Office of Public Instruction

E. Key Personnel Résumés

1. Marybeth Flachbart
2. Jennifer Esswein
3. Aurora Moore
4. Rosie Santana
5. Mandy Smoker Broaddus
6. Ira Pollack
7. Kate Fitzgibbon
8. Carrie Cole
9. Fiona Helsel
10. Christine Andrews Paulsen

Marybeth Flachbart
Director – Northwest Comprehensive Center
Center for Strengthening Educational Systems



503.275.9500/208.863.0112
Marybeth.Flachbart@educationnorthwest.org

101 SW Main, Suite 500
Portland, OR 97204

Primary Areas of Expertise

- Program development and management
- Capacity building for educators and leaders
- Evidence-based literacy instruction
- Scaling up literacy initiatives across diverse educational systems
- Aligning core educational programs with federal programs and special education services
- Adapting instructional strategies to improve outcomes for students with diverse literacy and linguistic needs
- Strategic planning and implementation

Education

- | | |
|---|------|
| • Ed.D., Curriculum & Instruction, Boise State University | 2009 |
| • M.S., Special Education, Fairfield University | 1991 |
| • B.A., Marymount Manhattan College | 1980 |

Professional Experience

Education Northwest

2015–present

Senior Advisor, Literacy

- Serves as Director of the Northwest Comprehensive Center—managing more than 15 concurrent projects, overseeing 20 staff members, and monitoring budgets—to provide technical assistance to state education agencies across the five-state region that includes Alaska, Idaho, Montana, Oregon, and Washington.
- Provide capacity building and technical assistance to personnel in state education agencies responsible for improving the educational system
- Develop resources and training for state and local education agencies in approaches to systemic school and district improvement
- Collaborate with Regional Education Laboratory Northwest staff to facilitate research alliances with state education agencies that identify challenges within the system, conduct inquiry and research into identified questions, examine evidence-based solutions, and build capacity for state-level data-driven decision making

- Assist clients in developing of theories of change to promote clarity in program design and delivery and to articulate design elements for evaluation
- Provide direct services to local education agencies and schools in evidence-based literacy instruction

Neuhaus Education Center

2011–2015

President/CEO

- Responsible for all functions of the Center—programs, fundraising, district engagement, and strategic positioning
- Created and provided training in evidence-based literacy instruction to all elementary administrators (170) in the Houston Independent School District (HISD)
- Oversaw the implementation of a preschool literacy project with HISD (83 classrooms)
- Collaborated with HISD to write district-wide literacy plan, *Houston Reads*
- Facilitated literacy improvement efforts for the State of Idaho Literacy Task Force, Spring Independent School District Literacy Committee, and Fort Worth Independent School District Leadership Team
- Implemented a partnership between Neuhaus and Star of Hope (Houston's largest homeless shelter) to provide site-based adult literacy classes and training for preschool and summer personnel
- Consulted with other nonprofit organizations to create Houston's first citywide blueprint for literacy (birth to adult)

Idaho State Department of Education

2008–2011

Deputy Superintendent, School Improvement, Student Achievement

- Responsible for the state's implementation of the Elementary and Secondary Act (ESEA) and the Individuals with Disabilities Act (IDEA)
- Led the creation of the state's regional system of support for districts and schools
- Restructured the state's monitoring process to ensure technical assistance aligned was with identified needs (Focus Visits)
- Oversaw the implementation of state-sponsored, site based coaching (Capacity Builders)
- Created and facilitated networking opportunities for building and district leaders (Principals Academy of Leadership, Superintendents Network)
- Provided counsel to local education agencies in solving a range of legal, education, and implementation problems relating to the implementation of ESEA and the IDEA
- Served as Idaho's representative on a variety of commissions, task forces, committees and work groups on both state and national levels

Boise State University

2007–2008

Associate Director, Center for School Improvement and Policy Studies

- Provided technical assistance to the Idaho State Department of Education, local school districts, and communities across southwest Idaho
- Responsible for supervising regional special education services, statewide school improvement activities, and professional development to Idaho Reading First schools
- Provided leadership and oversight to staff on other projects, including the Idaho Building Capacity Network, Principals Academy of Leadership, and Extending Learning Opportunities for Middle School Students

Idaho State Department of Education

2001–2007

Bureau Chief, Special Populations

- Provided leadership, coordination and technical assistance over federal programs including: Title I-A, Title I-B (Reading First, Even Start), Title I-C (Migrant Education), Title II-B (Highly Qualified Teachers and Administrators), Title IV (Safe and Drug Free Schools, 21st Century Learning Communities), Title V (Comprehensive School Reform) and all Special Education programs

Director, Reading First

- Responsible for the creation of Idaho's Reading First Grant
- Chaired the state's first research-based reading curricula selection committee
- Created the state criteria for eligibility and facilitated two rounds of grant competitions
- Directed professional development to all Reading First schools including:
 - State-wide reading academies for all kindergarten-third grade teachers
 - Reading leadership institute
 - Reading coach training
 - Evidence-based curricula selection
 - Three-tiered model implementation
 - Comprehensive assessment systems,
 - Increasing reading proficiency of English language learners
- Worked with external program evaluators and prepared all federal and state reports

Directly-Related Project Experience

Northwest Comprehensive Center (NWCC) (2015–present)

U.S. Department of Education

Role: Director, Idaho State Coordinator

The Northwest Comprehensive Center provides training and technical assistance to state education agencies in support of key initiatives. Specific tasks include: providing leadership for the project and staff; monitoring project performance; and overseeing staffing, expenditures,

and resources to monitor project management issues. Shares responsibility to manage an annual budget of approximately \$1.8M. Serves as Idaho state coordinator; works with state education agencies to identify, develop, and implement technical assistance projects aligned with their highest priority needs. Participates in and leads numerous technical assistance projects, including: Fair and Equitable Accountability System, Creating Coherent Technical Assistance Systems, and Ensuring Equitable Distribution of Effective Educators

Teachers Make the Difference (2012–2015)

Houston Independent School District and Neuhaus Education Center

Role: Project Lead

Houston and Neuhaus worked with local organizations to support the implementation of an evidence-based literacy model in the city's highest needs schools that included professional development and job-embedded coaching to pre-kindergarten teachers. In addition to the district and Neuhaus, the collaboration included Education Northwest, University of Oklahoma, and was entirely underwritten by local foundations. Results demonstrate that students made statistically significant gains in pre-literacy skills and matched or exceeded growth when compared to their more affluent peers. Responsibilities included fundraising, creating partnerships, selecting assessments, designing support network, collaborating with district and program evaluators.

Idaho Superintendents Network (2008–2016)

Idaho State Department of Education

Role: Facilitator

Facilitate a voluntary network of district superintendents and charter school directors, who collectively explore leadership's role in improving student outcomes. Responsible for the selection of content, recruitment of speakers, collaboration with external evaluators, and working with other interested stakeholders such as Idaho Business for Education, the State Senate and House Education Committees. Provide ongoing counsel to superintendents.

Presentations

Flachbart, M. (February 2015). *Idaho Literacy Plan*, Idaho House Education Committee, Boise, ID.

Flachbart, M. (February 2015). *Teachers Make the Difference*, National Title I Conference, Salt Lake City, UT.

Flachbart, M. (February 2015). *The seven principles of leadership*. Idaho Superintendents Network, Boise, ID.

Flachbart, M. (February 2015). *Finding your strengths*. Network of Innovative School Leaders.

Flachbart, M. (January 2015). *Spring into literacy*. Spring ISD, Houston, TX.

Flachbart, M. (August 2011). *Building mental character: Preparing our students for their future*. Idaho Superintendents Network.

Flachbart, M. (June 2011). *Lessons learned from the field: Best practices integrating technology*. Idaho Technology Task Force.

- Flachbart, M. (April 2011). *Managing the process of change*. Idaho Federal Programs Conference.
- Flachbart, M. (January 2011). *What do you mean new school?: Defining significant improvement*. National Title I Conference, Tampa, FL.
- Flachbart, M. (November 2010). *The role of the trustees in school improvement*. Idaho School Board Association Conference.
- Flachbart, M. (July 2008). *Grade level teams: Powerful processes for collaboration*. National Reading First Conference, Nashville, TN.
- Flachbart, M. (July 2007). *Meeting the needs of all learners: Assessment and data utilization, instructional focus, optimizing time and resources, and instructional delivery*. National Reading First Conference, St. Louis, MO.
- Flachbart, M. (May 2007). *Special education's role in a systems wide approach to RTI*. Idaho Special Education Directors Annual Conference.
- Flachbart, M. (April 2007). *Reaching all learners: A framework for success*. Title I Conference, Boise, ID.
- Flachbart, M. (February 2007). *Catching them before they fall requires policy, procedures, and commitment: Idaho's statewide approach to increasing literacy for all students*. Consortium of Reading Excellence (CORE) Annual Summit, San Francisco, CA.
- Flachbart, M. (February 2007). *Research-based recommendations for improving reading proficiency among ELL students*. Idaho Reading First Leadership.
- Flachbart, M. (January 2007). *Structure of language*. Idaho Reading Academy.
- Flachbart, M. (November 2006). *Improving virtual education for students with disabilities*. Council of Chief State School Officers, Charter School Meeting, Indianapolis, IN.
- Flachbart, M. (October 2006). *Funding the 3-tiered model: Research based interventions for struggling middle school students*. Idaho State Department of Education, Boise, ID.
- Flachbart, M. (July 2006). *Principal Academy of Leadership: Using surveys of enacted curriculum and learning communities to support administrators*. Chief State School Officers Annual Meeting, Boulder, CO.
- Flachbart, M. (June 2006). *Teacher leadership: Instructional coaching*. Idaho Reading First.
- Flachbart, M. (May 2006). *Study of leadership: Idaho Reading First schools*. Reading First State Directors Meeting, Boston, MA.
- Flachbart, M. (April 2006). *Response to Intervention and evidenced based practices*. Annual Meeting of Idaho Special Education Directors.
- Flachbart, M. (March 2006). *Special education primer for charter school administrators and authorizers*. U.S. Department of Education, Washington, DC.

Primary Areas of Expertise

- Statewide accountability system design and implementation
- Capacity building and technical support
- Evidence-based practices and interventions
- School improvement
- Quantitative data analysis and data displays

Education

- Ph.D., Quantitative Research, Evaluation, and Measurement in Education, The Ohio State University, 2010
- B.A. English, Contemporary Literature, The Ohio State University, 2000

Professional Experience

Education Northwest

2014–present

Leader

- Lead research and evaluation projects, especially on school improvement. Create research and evaluation designs and instruments; collect data by administering surveys and other assessments, by conducting interviews, and by observing. Manage the production of reports in collaboration with other team members, inclusive of graphs and figures, for a variety of purposes.
- Provide consultation throughout the organization on data displays. Create and data displays using a variety of software programs including Stata, Excel, and Word. Present data displays to clients and other stakeholders.
- Present evaluation and research study results to clients and in public venues. Meet with and communicate with clients regularly to maintain a working relationship.

Tennessee Department of Education, Office of Research and Policy

2012–2014

Deputy Director of Accountability

2013–2014

- Development of new accountability system to be used under PARCC testing
- Management of Elementary and Secondary Education Act (ESEA) Title I school & district Accountability determinations for the state of Tennessee
- Capacity development within the department of education surrounding use of accountability data and results

Policy Analyst

2012–2013

- Analysis of state, district, school and student-level data, serving the research needs of all Department of Education divisions for the purpose of policy creation and revision
- Building capacity for data use in the division of Special Populations

Strategic Data Project, Harvard University

2012–2014

Data Fellow

The Ohio State University, Department of Physics

2004–2012

Course Trainer and Curriculum Developer

2004–2012

Research Specialist

2011–2012

Postdoctoral Researcher

2010–2011

Graduate Research Associate

2008–2010

The Ohio State University, School of Educational Policy and Leadership

2007–2008

Graduate Research Associate

City College of New York, School of Education and Department of Physics

2002–2003

Program Coordinator

- Serving as program administrator for the Graduate Program for Middle School Science Teaching
- Mentoring New York City public school science teachers by aiding with scientific content knowledge and through modeling of instruction

The Ohio State University, Department of Physics

2000–2001

Program Coordinator

The Ohio State University and Columbus City Schools

1997–1999

AmeriCorps Literacy and Math Member

- Serving as a teaching assistant at Highland Elementary in a first grade classroom
- Tutoring first grade students in reading at Highland Elementary

Directly-Related Project Experience

Regional Educational Laboratory Northwest (2014–present)

U.S. Department of Education, Institute of Education Sciences

Role: Applied Research Advisor

Designs and conducts applied research studies and provided analytical technical assistance to strengthen the capacity of policymakers and practitioners to use data.

Accountability System Development (2013–2014)

Tennessee Department of Education

Role: Project Lead

Created new accountability plan (specifically district designation methodology) in preparation of PARCC testing in 2014-15. Designed communication of new system for State Department of Education Commissioner, Data and Research Assistant Commissioner, as well as district superintendents. Managed two Office of Research and Policy analysts for modeling system with past data.

ESEA Title I School and District Accountability Determinations (2013–2014)

Tennessee Department of Education

Role: Project Lead

Wrote all business rules associated with district and school accountability methodology as outlined by the federal ESEA Waiver for district and school accountability. Designed all outgoing files associated with district and school designations. Conducted all calculations as outlined by business rules for district and school accountability using programming in STATA for all calculations and data manipulations for district and school accountability. Managed vendor relationship for creation of file structures and the following of business rules related to district accountability. Designed data verification processes for district and school accountability. Supported Assistant Commissioner of the Division of Data and Research with dissemination of designations and district appeals process for both district and school accountability. Worked with Division of Data and Research's Chief of Staff with communication of methodology, files, and results to CORE analysts and Tennessee district superintendents

Data Use Capacity Development (2013–2014)

Tennessee Department of Education

Role: Project Lead

Worked with the Office of School Improvement (within the division of CORE) to identify grant continuations and terminations through use of accountability data. Worked with the Division of Special Populations to make Students with Disabilities and English Language Learners district and school accountability designations.

School-Year Based Inquiry Learning Program in Science (SYBIL) (September 2011–September 2012)

U.S. Department of Education

Role: Research Specialist

Delivered inquiry-based science professional development for both middle and elementary school teachers. Designed curriculum. Developed evaluation instruments and collected teacher and student data. Analyze data and reported on program findings.

Presentations

Esswein, J. (2013, March). *MAAS reassignment and meeting district annual measurable outcomes.*

Invited presentation at the Annual SPED Conference and RTI Joint Summit, Nashville, TN.

Esswein, J. (2013, January). *Effects of inquiry-based pedagogical approaches on student learning.*

Invited presentation at American Association of Physics Teachers (AAPT) Winter Meeting, New Orleans, LA.

- Dougherty, A.W., Esswein, J., & Chediak, A. (2013, January). *Testing student misconceptions in energy, momentum and rotational dynamics*. Presentation at AAPT Winter Meeting, New Orleans, LA.
- Esswein, J. (2012, July). *Influence of teacher reasoning ability on student reasoning and knowledge*. Presentation at AAPT Summer Meeting, Philadelphia, PA.
- Aubrecht, G. J., Schmitt, B., & Esswein, J. (2012, July). *Convincing middle, high school teachers of the value of formative assessment*. Presentation at AAPT Summer Meeting, Philadelphia, PA.
- Patton, B.R., Esswein, J., & Mescher, J. (2012, February). *Reasoning and content learning in diverse student populations*. Presentation at AAPT Winter Meeting, Ontario, CA.
- Mescher, J., Esswein, J., & Patton, B.R. (2012, February). *Implementation of new science core standards by in-service teachers*. Poster at AAPT Winter Meeting, Ontario, CA.
- Esswein, J., Mescher, J., & Patton, B.R. (2012, February). *Measuring scientific reasoning ability at the middle school level*. Poster at AAPT Winter Meeting, Ontario, CA, February 6, 2012.
- Patton, B.R., & Esswein, J. (2011, August). *The role of scientific reasoning ability in student learning*. Invited presentation at AAPT/Physics Education Research Conference Summer Meeting, Omaha, NE.
- Esswein, J., & Patton, B.R. (2011, August). *Scientific reasoning: Teacher and student connection*. Contributed poster at AAPT/Physics Education Research Conference Summer Meeting, Omaha, NE.
- Esswein, J. (2011, June). *Scientific inquiry: Engaging your students to deepen understanding*. Invited talk at the Basic School Summer Institute, Columbus, OH.
- Esswein, J., Mescher, J., & Patton, B.R. (2011, February). *School year based inquiry learning (SYBIL) with elementary and middle school teachers*. Invited presentation of program results at DOE Mathematics and Science Partnership Meeting, Baltimore, MD.
- Esswein, J., Mescher, J., & Patton, B.R. (2011, April). *Effect of teacher reasoning ability on student learning*. Proceedings of the NARST 2011 Annual Meeting, Orlando, FL.
- Patton, B.R., & Esswein, J. (2010, July). *The development of scientific reasoning in traditional vs. inquiry-based physics*. Invited presentation at AAPT Summer Meeting, Portland, OR.
- Esswein, J., Mescher, J., & Patton, B.R. (2010, February). *School year based inquiry learning (SYBIL) with elementary and middle school teachers*. Invited presentation at DOE Mathematics and Science Partnership Meeting, San Diego, CA.
- Patton, B.R., & Esswein, J. (2008, April). *The development of conceptual thinking in inquiry-based physics*. Proceedings of the NARST 2008 Annual Meeting, Baltimore, MD.

Aurora (Wood) Moore
Senior Advisor
Center for Strengthening Education Systems



503.275.9478
Aurora.Moore@educationnorthwest.org

101 SW Main, Suite 500
Portland, OR 97204

Primary Areas of Expertise

- School and district improvement
- Capacity building
- Professional learning communities
- Data-driven inquiry and evidence-based practices
- Collective impact

Education

- Ph.D., Education Policy, Stanford University, Stanford, CA 2013
- B.A., Sociology and Psychology, Smith College, Northampton, MA 1998

Professional Experience

Education Northwest, Portland, OR 2013–present
Senior Advisor, Technical Assistance

- Provide coaching, training and technical support to State Education Agencies, districts and schools as State Coordinator for the Northwest Comprehensive Center and Regional Education Laboratory programs. Work in partnership with stakeholders to apply data and evidence to high-leverage issues and systemic improvement.
- Facilitate the American Indian Achievement Task Force, a cross-divisional task force at the Montana Office of Public Instruction focused on improving access and opportunity for American Indian students. Design improvement-science based approaches to problem solving, and coach the team towards better performance.
- Facilitate the Success Now! approach to school improvement; coach school leadership teams in the use of rapid inquiry cycles to improve instruction and student outcomes.
- Developed and led training workshops on the collective impact approach to systemic improvement. Facilitated cross-sector workgroups on early learning, literacy, and postsecondary success, towards desired outcomes.

Stanford University, Stanford, CA 2013–2014
Lecturer

- Taught “Issues in Education Policy Analysis” to students in the Policy, Organizations and Leadership Studies Master’s Degree program.

Wireless Generation, Brooklyn, NY 2011–2013

Writer

- Conceptualized and wrote proposals to state education agencies focused on school turnaround, professional development, and data management platforms.

San Francisco Unified School District, San Francisco, CA

2009–2011

Education Policy Analyst

- Promoted evidence-based practice across all SFUSD schools and district departments through coaching in data-driven improvement and strategic planning.
- Facilitated teacher professional learning communities as the lead “Data Coach” for the Superintendent’s Zone-Mission District. Provided improvement coaching, implementation support, and data coaching under the School Improvement Grant.

Strategic Education Research Partnership, San Francisco, CA

2008–2009

Education Policy Analyst

- Advised district leaders on how to implement school-based professional learning communities in middle school mathematics and science departments.

Center for Research on the Context of Teaching, Stanford, CA

2003–2008

Research Assistant

- Conducted qualitative research to evaluate the Bay Area School Reform Collaborative and the New Teacher Center at UC Santa Cruz. Wrote reports focused on district reform, conditions supporting evidence use, and the role of professional communities in sustaining reform.

Directly-Related Project Experience

Northwest Comprehensive Center (NWCC) (2012–present)

U.S. Department of Education, Office of Elementary and Secondary Education

Role: Director

The Northwest Comprehensive Center provides training and technical assistance to state education agencies in support of key initiatives. Serves as Montana state coordinator; works with state education agencies to identify, develop, and implement technical assistance projects aligned with their highest priority needs. Participates in and leads numerous technical assistance projects.

Eugene 4J STEM Lab School (2013-2014)

Role: Senior Advisor

Coached and facilitated a 7th grade teaching team to build new project-based, STEM-focused curricula and program components for their new lab school. Conducted training on program implementation and standards-aligned instruction.

San Francisco’s School Improvement Grant (2010–2011)

US Department of Education

Role: Data Coach and Policy Analyst

Served as the lead data coach for schools in the Mission District; facilitated teacher professional learning communities, and helped teachers use interim assessment data to improve instruction. Supported schools in implementing all aspects of the School Improvement grant.

Organizational Learning in School Districts (2007–2008)

Spencer Foundation

Role: Consultant

Developed guidance to inform a new research agenda for the foundation focused on organizational learning and data-driven communities of practice. Convened and interviewed experts and wrote summary documents focused on practice-based problems of data use and leadership turnover.

Phase II Evaluation of the Bay Area School Reform Collaborative (2003–2006)

William and Flora Hewlett Foundation

Role: Research Assistant

Conducted research for the summative evaluation of the Bay Area School Reform Collaborative at the Center for Research on the Context of Teaching at Stanford University. Observed district and school-based professional learning communities. Wrote final reports focused on conditions that support data-driven inquiry for school improvement.

Research-based Best Practices (2005)

Portola Valley School District

Role: Consultant

Developed research summaries about best practices in brain-based learning, project-based learning, and professional learning communities and provided a toolkit to support the translation of research into instructional practice.

High Performance Learning Communities Project (1998-2001)

US Department of Education

Role: Research Associate

Provided coaching in data-driven school improvement to schools in California and Oregon as part of an action-research project with 18 high-poverty schools in California and Oregon. Conducted school assessments based on principles of high-performing schools, and research to better understand promising practices.

Publications

Moore, A.W. (2013). *The myth of school improvement: More than a decade of reform in one school and what it suggests about the American school improvement project* (Doctoral dissertation).

Retrieved from <http://purl.stanford.edu/nx389sn0116>

Talbert, J., Wood, A., & Lin, W. (2007). *Evaluation of the BASRC Phase II. Evidence-based system reform: Outcomes, challenges, promising practices*. Stanford, CA: Stanford University, Center for Research on the Context of Teaching.

Truax, K., Cordova, D. I., Wood, A., Wright, E., & Crosby, F. (1998). Undermined? Affirmative action from the targets' point of view. In J. K. Swim & C. Stanger (Eds.), *Prejudice: The target's perspective* (pp. 171–188). San Diego, CA: Academic Press.

Presentations

Moore, A. (2013, April). *The problem of sustainable school improvement: Lessons from a longitudinal case study of a reforming school*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Wood, A. (2009, June). From the predictable to the possible: *Teacher professional learning communities and common planning time*. Workshop presented at the conference of the High School Summit/High Schools that Work, Austin, TX.

Wood, A. (2008, March). *Boundary management in educational ecosystems*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Wood, A. (2007, April). *The problem of sustainability and the possibility of dynamic stability: Understanding lasting improvement in a California school district*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Rosalie (Rosie) Santana
Senior Advisor – Equity and School Improvement
Center for Strengthening Education Systems



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Primary Areas of Expertise

- English learners
- Response to Intervention
- Professional learning communities and networks
- Developing instructional coaches
- Data driven decision making
- Technical assistance for school improvement

Education

- M.Ed., Educational Administration and Leadership, University of Idaho, Moscow, ID 2008
- B.Ed., Bilingual/ESLL Multicultural Elementary K–8 Education, Boise State University, Boise, ID 1986

Professional Experience

Education Northwest, Portland, OR 2016–present
Senior Advisor – Equity and School Improvement

- Instruct professional learning for district, school and classroom levels for educators building their skills and knowledge for sustainability of English Language Learner instruction
- Provide capacity building and technical assistance services to district and school level educators responsible to improving the educational system of its campus.
- Provide technical assistance to SEA's in the area of school improvement for those LEA's not meeting positive student outcomes as prescribed in state ESSA plans.
- Consult and coach system and classroom level improvement in the areas of literacy and English language learners.

Neuhaus Education Center, Bellaire, TX 2012–present
ELL Coordinator/Instructional Staff

- Instructed professional development classes for teachers building their skills and knowledge for sustainability of evidence-based literacy instruction.

- Provided capacity building and technical assistance services to personnel at campus level leadership responsible for improving the educational delivery system
- Developed protocols for mentoring and coaching teachers and leaders
- Developed protocols for observing and providing feedback to teachers and leaders
- Consulted and coached system-level school improvement in the areas of literacy and English language development in ESL programs
- Contributed to the professional development offerings for teachers of English Language Learners

Boise State University, Boise, ID

2005–2012

Associate Director of Statewide System of School Improvement 2010–2012

- Participated in school improvement research
- Coordinated the efforts of Idaho's three School Improvement regions
- Designed and Coordinated Training of the School Improvement coaches in the area of educational reform strategies built around school effectiveness

Southwest Idaho School Improvement Coordinator 2009–2010

- Oversaw the implementation of state-sponsored, site based school improvement coaching (Capacity Builders) for the southwest region of Idaho
- Coordinated school improvement efforts with Idaho State Department of Education
- Hired and mentored School Improvement Coaches for the Idaho State Department of Education
- Provided school improvement support for Idaho Title I schools identified as schools in need of improvement
- Served as a school improvement coach (Capacity Builder) for a K-5 Elementary School.

Director of Idaho Reading First 2007–2009

- Developed, planned and coordinated professional development trainings for Reading First district grantees in the area of literacy development and school improvement
- Monitored and evaluated the implementation of the Reading First grants
- Conducted site visits, instructional rounds and calibrated visits as part of school improvement support efforts

Southwest Idaho Reading First Coordinator 2005–2007

- Worked with Idaho Director on planning the literacy professional development for Idaho Reading First grantees

- Conducted site visits, instructional rounds and calibrated visits as part of school improvement support efforts

Caldwell School District, Caldwell, ID

2000–2005

Curriculum Coordinator/Professional Development Director

- Reading and Language Arts curriculum coordinator – curriculum mapping
- Oversight of the professional development offerings in the Caldwell School District
- Mentored first year teachers

Nampa and Caldwell School Districts, Idaho

1986–2000

Classroom Teacher

- Classroom teacher for third, first, fourth and sixth grades, as well as ESL

Directly-Related Project Experience

National SIOP Faculty (2007–2012)

Pearson Learning

Role: SIOP Consultant

- Per diem Sheltered Instruction Observation Protocol Consultant and professional development trainer
- Common Core and Literacy Development courses trainer

Poverty 101 Coach (2011)

Communications Across Barriers

Role: Poverty 101 Coach

- Trainer qualified to provide understanding of poverty and its impact on school experiences

Consortium on Reading Excellence Trainer-qualified (2002–2005)

CORE Learning

Role: Associate Trainer

- Associate trainer qualified to provide literacy development training

Presentations

Santana, R. (2016, January). *A Partnership in literacy for English language learners and early transition*. Presentation at the National Title I Conference, Houston, TX.

Santana, R. (2015, October). *Creating classrooms that build and foster academic language, nurturing effective writing*. Presentation at the World-Class Instructional Design and Assessment Consortium (WIDA) National Conference, Las Vegas, NV.

Santana, R. (2014, October). *Developing oral language through literacy*. Presentation at the Utah Council of International Reading Association, Salt Lake City, UT.

Santana, R. (2012, October). *It's all about the transition: Accelerating literacy for English language learners*, Presentation at the South Carolina Association of Title I Administrators Fall Professional Development Conference.

Santana, R. (2017, February). *Equity in the Classroom. Building a Learning Partnership*. Presentation at Oregon Association of Latino Administrators, Eugene, OR

Santana, R. (2017, April). *From Home Language to School Language: Honoring Both for EL Academic Success*. Presentation at Idaho Federal Programs Conference, Boise, ID.

Santana, R. & Raphael, J. (2017 April). *Teaching Argument Writing to English Language Learners (and All Other Students!)* Presentation at Idaho Federal Programs Conference, Boise, ID.

Specialized Training and Expertise

- National Staff Development Council Academy (2003–2005)

Other Professional Activities

- Gold Star trainer qualified – Communication Across Barriers

Mandy Smoker Broaddus
Indian Education Practice Expert
Northwest Regional Comprehensive Center



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Portland, OR 97204

Primary Areas of Expertise

- Indian education
- Cultural responsiveness
- Capacity building and technical assistance for state education agencies
- Equity
- School improvement
- Family/community/tribal engagement

Education

- M.F.A., Fine Arts/Creative Writing, University of Montana Graduate School 2002
- American Indian Studies, UCLA Graduate School
- English, University of Colorado Graduate School
- B.A., Education/English, Pepperdine University 1997

Professional Experience

Education Northwest, Portland, OR

2018-present

Practice Expert in Indian Education

- Coordinate and provide direct services, including technical assistance, to personnel in state education agencies who are responsible for improving educational delivery and reporting systems. Coordinates and leads technical assistance projects focused on capacity building, evidence-based inquiry, and practical application based on current issues, specifically in the areas of Indian Education, cultural responsiveness, equity and school improvement. in education. Also prepares and delivers presentations and workshops to district and SEA staff, stakeholders and other organizations both in the regional and nationally.

Montana Office of Public Instruction, Helena, MT

2005-2018

Director of Indian Education

2009-2018

- Division administrator, overseeing the work of the Indian education division staff (7-25 specialists, both in agency and working remotely) efforts related to implementation of Indian Education for All and Indian student achievement initiatives. Duties included budget oversight, staff supervision, agency wide collaboration, technical

assistance/professional development and other services in school districts and other organizations across the state.

School Transformation Director

2011-2013

- Agency director overseeing federal School Improvement Grant initiative, targeting the lowest 5% performing schools across the state.

Indian Student Achievement Specialist

2005-2009

- Duties focusing on the area of Indian student achievement, including research, analysis and dissemination of relevant student data, communication and collaboration with school districts and other organizations, development of educational resources and professional development, presentation at various conferences and other venues, site visitations, research of best practices and educational research and theory, and technical assistance

Frazer Public Schools, Frazer, Montana

2002-2005

Dean of Students / Principal

- Duties included supervision of K-12 staff, monitoring student attendance, discipline and academic achievement, designing professional development opportunities for staff, creating school calendars and student/teacher schedules, applying for and maintaining various state and federal grants, school and community committee work and teacher contract negotiations.

Fort Peck Community College, Poplar, MT

2001-2005

Instructor

- Taught courses in composition, American Indian literature, American literature

Publications

Juneau, D., Smoker Broaddus, M., Halliday, D. (2014) Big Sky Hope: How Montana's SEA Supports Turnaround in American Indian Schools. In L. Morando Rhim & S. Redding (Eds.) *The State Role in School Turnaround*. (pp 239-247) San Francisco, CA: WestEd.

Kwasny, M., & Smoker, M. (Eds.) (2009) *I go to the ruined place: poems in defense of global human rights*. Sand Point, ID: Lost Horse Press.

Starnes, B.A., Zagray Warren, W., Juneau, D., Smoker Broaddus, M. (Eds.) (2006) Indian education for all, *Phi Delta Kappan*. 88(3)

Smoker Broaddus, M. (2006) From the river's edge. In C. Patterson (Ed.), *Geography of the heart – Montana's women writers*. Helena, MT: Far Country Press.

Smoker, M. (2005) *Another attempt at rescue*. Brooklyn, NY: Hanging Loose Press.

Indian Relay, writer and cultural consultant. Montana PBS. 2013.

Before There Were Parks: Yellowstone and Glacier Through Native Eyes, writer and cultural consultant. Montana PBS. 2009

Selected Presentations

Smoker Broaddus, M. (2018). *Montana's Indian education for all and other successful programs*. Keynote presentation at South Dakota Indian Education Summit.

Smoker Broaddus, M. (2018). *Klamath County School District, educational equity: understanding our students and families*. Presentation at Klamath County Public Schools Administrator's Training.

Smoker Broaddus, M. (2018). *Navigating and supporting cultural landscapes for equity in education*. Presentation at Montana Pre-School Development Conference.

Smoker Broaddus, M. (2018). *ESSA consultation: pre-planning template for tribal leaders*. Breakout presentation at Department of Education National Assembly

Smoker Broaddus, M. (2018). *ESSA consultation: pre-planning template for tribal leaders*. Guest speaker at Flathead Reservation Area Schools, Title VI Parent Advisory Panel.

Smoker Broaddus, M. (2017). *Our blood remembers: exploring and understanding contemporary American Indian literature for use in libraries and classrooms*. Presentation at Pacific Northwest Library Association Annual Conference.

Smoker Broaddus, M. (2017). *Government to government relationships and tribal consultation in Montana*. National Advisory Council on Indian Education Tribal webinar series.

Smoker Broaddus, M. (2017). *ESSA, schools of promise and Indian student achievement data*. Presentation at Montana State Tribal Relations Interim Legislative Committee.

Smoker Broaddus, M. (2017). *Navigating and supporting cultural landscapes for equity in education*. Keynote speaker at Innovations in Equity Conference, Wisconsin Department of Education.

Smoker Broaddus, M. (2016). *ESSA and tribal consultation*. Presentation at Montana Advisory Council on Indian Education Meeting / Tribal Consultation.

Smoker Broaddus, M. (2016). *Indian education – where do we go from here?* Keynote speaker at Confederated Salish & Kootenai Tribal Education Department Conference.

Smoker Broaddus, M. (2015). *Indian education for all: the Montana way*. Keynote speaker at Northern Arizona American Indian Teacher Education Conference.

Honors and Awards

- Montana Governor's Award for Excellence in Performance, 2017
- National Advisory Council on Indian Education committee member, 2016
- Jobs for America's Graduates (JAG) High Performer Awardee, 2016

- National Indian Education Association Educator of the Year, 2015
- Regional Emmy Award, 2014 (writer/consultant on PBS documentary, *Indian Relay*)
- University of Montana, Phyllis J. Washington College of Education Excellence Award, 2012
- Montana Governor's Award for Excellence in Performance, 2012
- Montana Indian Education Association Educator of the Year, 2010
- Richard Hugo Fellowship, University of Montana, 2001-2002
- Battrick Fellowship, University of Colorado, 2000-2001
- Arianna & Hannah Yellow Thunder Scholarship Recipient, UCLA, 1998-1999

Other Professional Activities

- National Advisory Council on Indian Education, President Obama appointee, 2016
- Montana State University Bozeman, ILEAD Educational Leadership Advisory Board Member, 2012-18
- Superintendent Appointed Member of the College Board, 2008-2011
- Advisory Board Member, University of Montana Teacher Prep Program Project LETTERS, 2007- 2011.

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Primary Areas of Expertise

- Library and information management
- Research and information dissemination
- Information systems
- Publication development
- Educational reform and school/district improvement
- School safety

Education

- M.L.S., Library and Information Studies, Florida State University 1992
- B.A., International Affairs, Florida State University 1991
- Area of Concentration: Middle East

Professional Experience

Education Northwest, Portland, OR 1996–Present

Knowledge Manager, Northwest Comprehensive Center 2005–Present

- Provide research and information technical assistance to state departments of education in the areas of school and district improvement
- Writing and development of weekly and monthly electronic newsletters
- Update content on NWCC web site as well as Education Northwest's Common Core State Standards webpage
- Develop and maintain research database on the topic of school turnarounds and issues related to the Race to the Top program
- Serves on the NWCC Alaska, Idaho, Montana, Oregon and Washington State Teams
- Liaison with Comprehensive Content Centers Network
- Conduct literature reviews for Center staff and clients.
- Identify and coordinate the participation of Center staff in outside agency webinars

*Information Associate, Federal Assistance Program/Center for
Classroom Teaching and Learning (CCTL) 2003–2005*

- Provided research and information technical assistance to Pacific Northwest schools, districts, state education departments, and community members on school improvement issues relating to federally funded programs funded under the Elementary and Secondary Education Act
- Updated content on Center web site
- Conducted literature reviews for Center staff and clients
- Administered the Center's resource collection

*Coordinator of Information and Field Services, National Resource Center
for Safe Schools*

1998–2003

- Oversaw the development, implementation, and day-to-day operations of information and field services.
- Developed and maintained online and print library collection for NWREL's National Resource Center for Safe Schools' staff and clients.
- Oversaw the development and production of Center publications.
- Provided online and phone reference services to Center staff and clients.
- Oversaw the development and update the content of the Centers' website.
- Supervised a library assistant and provide guidance to Resource Specialists

Resource Librarian, National Mentoring Center

1998–1999

- Provided research and information technical assistance to OJJDP JUMP Programs
- Developed a library collection development plan for the creation of a new library collection

Resource Librarian, Comprehensive Center

1996–1998

- Provided research and information technical assistance to Pacific Northwest schools, districts, state education departments, and community members on school improvement issues relating to federally funded programs funded under the Elementary and Secondary Education Act.

Bell, Seltzer, Park & Gibson, Charlotte NC

1995–1996

Assistant Librarian

- Provided online and general reference services to attorneys, legal assistants and firm staff

Florida School-to-Work Clearinghouse, Tallahassee FL

1992–1993

Information Researcher/Copyright Specialist

- Maintained and updated Tech-Prep Clearinghouse database and library collection, obtained copyright clearance for information contained in adult education newsletters

and instructional modules, and researched education requirements and related associations for technical job opportunities

Dirac Science Library, Florida State University

1991–1992

Library Assistant

- Assisted at circulation and reference desks, shelved books, weeded card catalog, shelfread, shifted stacks, searched RLIN and OCLC, and added records into circulation system

Directly-Related Project Experience

Northwest Comprehensive Center (NWRCC/NWCC) (2005–present)

Funded by the U.S. Department of Education

Role: Information Services Coordinator

Served as Information Services Coordinator for NWRCC/NWCC, helped state departments of education increase their capacity to support districts and school, develop and implement teacher/administrator evaluation systems, turnaround low performing schools, and transition to the Common Core State Standards.

- Provides research and information technical assistance to state departments of education in the areas of school and district improvement.
- Monitors the work and publications of the CCs (regional and content), other federally-funded centers, and other national, regional, and state organizations.
- Writes and develops a monthly electronic newsletter for 1,600 subscribers. The newsletter highlights recently published reports, archived webinars, and other items that are relevant to those involved in working to turn around the lowest-achieving schools.
- Updates content on the NWRCC web site as well as Education Northwest's Common Core State Standards webpage. The NWRCC website contains hundreds of items tagged with keywords for easy searching. In addition, resources related to the CCSS, great teachers and great leaders, statewide systems of support, and SIG have their own pages for quick reference.
- Serves as NWRCC liaison to all Content Centers and serves on the SEA leadership teams for Alaska, Idaho, Montana, Oregon, and Washington.
- Develops and maintains research database on the topic of school turnarounds and issues related to the Race to the Top program.
- Conducts literature reviews for NWRCC staff and clients.
- Identifies and coordinate the participation of Center staff in outside agency webinars.

Publications

- Pollack, I. (Ed.). (2008). *Creating safer schools and communities*. Washington, DC: Hamilton Fish Institute on School and Community Violence, & Portland, OR: Northwest Regional Educational Laboratory.
- Pollack, I. (Ed.). (2001). *Safe and secure guides to creating safer schools: Technical assistance guides*. Portland, OR: Northwest Regional Educational Laboratory.
- Pollack, I., & Sundermann, C. (2001). *Creating safe schools: A comprehensive approach*. *Juvenile Justice Journal*, 8(1), 1–8.
- Pollack, I., & Derby, A. (1997). *Searching for American Indian resources on the internet*. Portland, OR: Northwest Regional Educational Laboratory.

Presentations

- Pollack, I. (2002, September). *Navigating the web: A pathway to school safety resources*. Workshop presentation at the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and National Resource Center for Partnering for Safer Schools Conference, Washington, DC.
- Pollack, I. (2001, February). *Navigating the web: A pathway to school safety resources*. Workshop presentation at the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and National Resource Center for Safe School's Southwest Safe Schools Conference, Austin, TX.
- Pollack, I. (2001, January). *Navigating the web: A pathway to school safety resources*. Plenary presentation at the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention JAIBG Training, Community-Based Programs that Work in Schools, Houston, TX.
- Pollack, I. (2000, October). *Locating available resources on the Internet*. Plenary presentation at the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and National Resource Center for Safe School's Western Safe Schools Conference Reno, NV.
- Pollack, I. (2000, July). *Locating funding sources and technical assistance on the Internet*. Workshop presentation at the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and National Resource Center for Safe School's Southeast Safe Schools Conference, Charleston, SC.
- Pollack, I. (2000, March). *Effective Internet searching for safe safety related topics*. Workshop presentation as part of President Clinton's New Markets Program, sponsored by the U.S. Department of Education's Mississippi Delta Initiative Conference, Jonesboro, AR.
- Pollack, I., & Garringer, M. (1999, June). *JUMP programs and the web: Resources for website development and effective online searching*. Workshop presentation at the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention's JUMP Cluster Meeting New Orleans, LA.

- Pollack, I. (1998, October). *Integrating technology in the classroom*. Roundtable discussion facilitator at the Partners in Learning Conference, Montana Office of Public Instruction, Billings, MT.
- Pollack, I. (1997, November). *Searching for American Indian resources on the Internet*. Workshop presentation at the annual convention of the National Indian Education Association, Tacoma, WA.
- Pollack, I. (1997, January). *Bilingual and migrant education: Locating classroom resources on the Internet*. Workshop presentation at the conference of the Oregon Association of Compensatory Educators, Seaside, OR.
- Pollack, I. (1996, October). *How the reauthorization of the Elementary and Secondary Act has changed Regional Technical Assistance Centers*. Roundtable discussion facilitator at the Montana Office of Public Instruction, Partners in Learning Conference, Billings, MT.
- Pollack, I. (1996, October). *Internet resources for compensatory educators*. Workshop presentation at the annual conference of the U.S. Department of Education, Improving America's Schools, Washington, DC.

Professional Affiliations

- Special Libraries Association

Kathleen Fitzgibbon
Senior Advisor
Communications



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Primary Areas of Expertise

- Marketing and outreach
- Promotional writing
- Web content quality assurance
- Conference planning

Education

- B.A., Gonzaga University, Spokane, WA 1994

Professional Experience

Education Northwest, Portland, OR

1996–Present

Senior Advisor, Communications

2006–Present

- Promote organizations publications, services, events, and other resources
- Write and maintain editorial calendar of news stories for website
- Orchestrate the organization's web content quality assurance and submission process
- Produce news section of Education Northwest Magazine
- Develop web and print marketing and registration material for events and services
- Assist centers as needed with marketing and outreach

Specialist, Marketing & Outreach Services

2000–2006

- Conducted needs assessment and strategic plan for Education Now & in the Future conference series
- Coordinated the conference content, negotiated contracts and speaking fees with speakers and maintained correspondence with 100+ presenters, produced marketing and registration materials, initiated and managed database for the interface of sessions, presenters, and logistics
- Represented the organization as exhibitor at numerous national and regional education conferences each year
- Wrote and edited multiple issues of awarding-winning NW Report

Specialist, Education and Work Program

1996–2000

- Planned session content, led presenter and logistics coordination, developed promotional and program material, and organized industry and study tours for organization's major annual conferences including Work Now & in the Future and In the Middle
- Served on planning committees for state and national conferences including Improving Americas' Schools Conference and Oregon's School-to-Work Institute.

Publications

Writing Examples:

- News articles at <http://educationnorthwest.org/>
- News section of Education Northwest Magazine, 2006–present
- NW Report, 2005 issues
- Programs and promotional material for numerous Education Northwest events and services since 1996
- Other Professional Activities

Other Professional Activities

Conference Planning:

- Smaller Learning Communities federal cohort project directors' meetings
- Education Now & in the Future conference series
- Work Now & in the Future conference series
- In the Middle conference series

Professional Affiliations

- Alpha Sigma Nu

CARRIE L. COLE

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SUMMARY

Work side-by-side with educators to increase knowledge in the latest literacy research and evidence-based instructional practices, bridging the research-to-practice gap. Greatest strength includes deep understanding of school improvement process and what it takes to increase student achievement and build system sustainability in schools with high-risk populations.

PROFESSIONAL EXPERIENCE

Owner/President of Side-by-Side K-12 Consulting

October 2015-present

Owner/President of Cole Educational Consulting

July 2005-present

- Supervise, manage, guide, and provide training for contracted consultants
- Present at national and state conferences on research-based literacy instruction, Early Learning Standards, Common Core Standards, Response-to-Intervention, differentiated instruction, and building systems for sustainability
- Develop "train the trainer" presenter and participant materials in the areas of early/emergent literacy, elementary literacy, and adolescent literacy (grades PreK-12) for state agencies and educational consulting firms, including Consortium on Reading Excellence (CORE), Educational Resources Inc., AppleTree Institute, McGraw-Hill, Montana OPI, and many more
- Guide schools and programs as they implement a continuous improvement cycle with aligned action planning for improved student outcomes
- Film instructional video series grounded in pragmatic, real-world application of literacy strategies, providing a "research to practice" approach for classroom teachers
- Analyze screening, progress monitoring, diagnostic, and outcome assessments for schools and districts to provide next steps for instruction, including Tier 2 and Tier 3 interventions
- Contributing author of *CORE Teaching Reading Sourcebook, 2nd Ed.*
- Provide technical assistance and professional development to State of Idaho Department of Education. This contract included working with most at-risk elementary schools in the state in order to improve reading instruction and sustain school change, as well as state level professional development. Included monthly training with coaches, administrators, district, and state level staff; program specific training, including lesson demonstrations and coaching; analyzing data; and observing classrooms and providing feedback

Regional Reading First Coordinator; Professional Development Specialist

August 2004-June 2005

IDAHO STATE DEPARTMENT OF EDUCATION

Housed at IDAHO STATE UNIVERSITY, College of Education, Literacy Department

- Monitored Reading First schools in their implementation of the Reading First grant
- Assisted high-risk schools in implementing a research based reading program
- Facilitated on-site calibration visits. This included leading the calibration team in analyzing data, observing classrooms, and then making "next step" recommendations to the site coach and administrator
- Formulated calibration notes after each calibration visit. These notes communicated in writing the agreed upon next steps made by the team. The notes were then used for the subsequent calibration visits and monitoring visits
- Authored and organized presentations and training materials for statewide grade level Reading Academies. Presented and trained teachers at these Academies in research based reading practices
- Maintained knowledge in current reading research. Communicated this knowledge to Reading First schools through email and presentations at monthly Reading First Leadership meetings for coaches and administrators
- Conducted on-site professional development for Reading First schools
- Planned, organized, and presented at Idaho SRA Reading First Institute in Twin Falls, Idaho, and Houghton Mifflin Reading First Institute in Wendell, Idaho. Over 500 Reading First teachers, coaches, and administrators were trained in core and intervention programs
- Managed a demanding calendar in order to meet various state, district, and school needs

PR # S283B190033

Page 1 of 1

Consultant and Trainer

SRA/MCGRAW-HILL, Western Region

June 2003-August 2004

March 2001-June 2003 (per diem)

- Supported schools in their implementation of the *Open Court Reading* program. This support included on-going professional development, modeling of lessons in classrooms, informal observations and coaching, and analyzing data
- Supported preschools and Head Starts and school district preschools in their implementation of *Open Court PreK*
- Conducted implementation, follow up, and fee-based training for McGraw-Hill customers
- Developed training guides and prepared instructor supplies for Summer Institute staff
- Conducted training of regional per diem consultants and sales staff
- Authored and presented extensive three day advanced *Open Court Reading* training at Denver and Seattle Open Court Institute

Teacher, Elementary

August 1998-June 2003

Teacher, Secondary (Reading Interventions)

June 1998-August 1998

BLACKFOOT SCHOOL DISTRICT #55, WAPELLO ELEMENTARY SCHOOL, Blackfoot, Idaho

POCATELLO SCHOOL DISTRICT #25, Pocatello, Idaho

- Implemented research-based systematic and explicit reading instruction, effectively teaching phonemic awareness, phonics/decoding, vocabulary, comprehension, fluency, and writing
- Analyzed and disaggregated classroom data. Used this data to organize, plan, and implement small group differentiated instruction in order to reach minimum 85% spring proficiency each year on AIMSweb/DIBELS
- Taught 9th grade Developmental Reading class and instructed small group reading interventions for grades 7-12
- Classroom literacy instruction chosen to be filmed for statewide literacy initiative

SELECTED PRESENTATIONS AND PUBLICATIONS

- Presentation: *Implementation of the Montana Preschool Program Standards*. Montana Office of Public Instruction (2016)
- Presentation: *Getting on the Same Page: Processes for Implementing Aligned Literacy Strategies in a K-12 District System*. Montana Striving Readers Conference (2016)
- Presentation: *Oral Language Development: Making a Meaningful Difference for Children*. Montana Preschool Development Grant Summer Institute (2015)
- Training Materials: *Principal Training Program*. AppleTree Institute, Washington, D.C. (2014)
- Training Materials: Montana Doing What Works Project. *Turning Around Chronically Low-Performing Schools; Using Student Achievement Data to Support Instructional Decision Making; Response to Intervention in the Secondary Setting* (2012)
- Curricular Materials: *Early Childhood Curriculum Maps for English Language Arts*. Early Childhood Academy (2011)
- Training Materials: *CORE Reading Assessment Workshop* (2010)
- Training Materials: *CORE Reading Academy*. Primary Level, Intermediate Level, Secondary Level (2009)
- Publication: Contributing author to *CORE Teaching Reading Sourcebook (2nd Ed.)* (2008)
- Presentation: *Developing a Three-Tiered Model: A Comprehensive Approach*. CORE Literacy Leadership Summit, San Francisco, CA (2007)
- Presentation: *Effective Instructional Strategies for English Language Learners*. Alaska Reading First Summit (2007)

EDUCATION AND HONORS

Masters of Education, Literacy

December 2008

Masters in Literacy K-12

NORTHWEST NAZARENE UNIVERSITY

Nampa, Idaho

magna cum laude

Bachelor of Arts in Elementary Education

December 1998

Elementary Education K-8 | Reading K-12 | Music K-8

IDAHO STATE UNIVERSITY

Pocatello, Idaho

cum laude

PR/Award # S283B190033

Fiona Kirsten Innes Helsel
Manager – Research and Evaluation
Center for Research, Evaluation, and Analysis



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 Portland, OR 97204

Primary Areas of Expertise

- Conceptualization, design, implementation, and management of research and evaluation projects
- Evaluation of federal programs
- Early childhood education
- Technical assistance to state teams to build capacity to implement initiatives
- Supervision and mentoring of staff
- Budget development and tracking
- Written and oral communication skills for varied audiences

Education

- Ph.D., Developmental Studies, Purdue University 1999
- M.S., Early Childhood Education, Purdue University 1996
- B.A., Psychology, University of Victoria 1992

Overview of Professional Experience

Education Northwest, Portland, OR <i>Manager – Research and Evaluation</i>	2012–present
Regional Education Lab Northwest, Portland, OR <i>Deputy Director</i>	2012–present
Northwest Comprehensive Center, Portland, OR <i>Evaluator</i>	2012–present
American Institutes for Research, Washington, DC <i>Senior Research Analyst</i> <i>Research Analyst</i>	1999–2012 2003–2012 1999–2003
Indiana Child Care Financing Initiative Evaluation, Purdue University <i>Research Assistant</i>	1998–1999
Hamilton County Step Ahead Child Care Subsidy Program <i>Evaluator</i>	1998–1999

Professional Experience

Education Northwest, Portland, OR

2012–present

Manager – Research and Evaluation

- Serves as the deputy director the Regional Educational Laboratory (REL) Northwest, providing leadership and management support
- Served as the lead for Task 3 (analytical technical assistance), providing leadership and conceptual insight (2012-2016)
- Provided quality review for Task 3 (analytical technical assistance) and Task 4 (applied research and evaluation studies) (2012-2016)
- Serves as the lead for Task 2 (project management and reporting)
- Serves as the evaluator for the Northwest Comprehensive Center
- Provides research and evaluation support to projects within the Center for Research, Evaluation, and Analysis
- Serves as the Education Northwest Institutional Review Board co-chair
- Leads and develops institutional capacity to support early childhood education projects
- Supervises and manages staff
- Provides quality assurance and management on projects
- Writes reports for varied audiences (e.g., clients, practitioners, and journals)

American Institutes for Research, Washington, DC

1999–2012

Senior Research Analyst

2003–2012

Research Analyst

1999–2003

- Managed large-scale evaluation and research projects
- Conceptualized design and procedures for projects
- Directed projects, managed staff, coordinated efforts with subcontractors and consultants, and managed budgets
- Kept clients abreast of project progress relative to expenditures
- Wrote technical and non-technical reports
- Fostered business development

Directly-Related Project Experience

Evaluation of the **Northwest Comprehensive Center**, Education Northwest (August 2012–present)

U.S. Department of Education, Office of Elementary and Secondary Education

Role: Evaluation Director

Developed the evaluation plan. Currently implementing the evaluation plan, including the development of program and performance measures, protocol development, oversight of data collection and analysis, and reporting writing. Serving as liaison between the evaluation team and the project team.

Oregon Early Learning Hub Evaluation (October 2016–December 2018)

Oregon Department of Education

Role: Principal Investigator

Served as the principal investigator on the statewide evaluation of Oregon’s 16 early learning hubs providing oversight for the evaluation and working closely with the project director on the design and implementation of the evaluation. Primary goal was to review the system’s progress toward creating an aligned, coordinated, and family centered system of Early Learning Services; and, increasing coordination and collaboration among entities involved in, and providers of services related to, Early Learning services, education, and health and human services.

Regional Educational Laboratory Northwest (August 2012–present)

U.S. Department of Education, Institute of Education Sciences

Role: Deputy Director, Task 3 Analytical Technical Assistance Lead (2012-2016),

Task 2 Project Management and Reporting Lead and Oregon Early Learning

Collaborative partnership lead (current)

Serve as the deputy director, which involves bridging the operational and programmatic sides of the REL. As deputy director, work closely with the director on the management team and leadership team to oversee the progress of the work, provide quality review, and oversee budgets. While serving as the Task 3 lead, led the 40 member team as they provided technical assistance to eight research alliances. Provided quality control and management oversight. Currently lead the team focusing on early childhood education work in our region. Also work closely with the REL Governing Board to engage them in the programmatic work and gather their independent assessment of the REL’s progress toward programmatic goals.

Evaluation of **Center on Technology Implementation**, American Institutes for Research (AIR) (October 2009–August 2012)

U.S. Department of Education, Office of Special Education Programs

Role: Evaluation Lead

Served as the evaluation lead by developing and executing the evaluation plan for the overall center and for the field test. Also led the identification of project objectives and performance measures, and wrote annual reports to OSEP for accountability purposes.

Evaluation of **Center for Implementing Technology in Education**, American Institutes for Research (AIR) (June 2008–June 2010)

U.S. Department of Education, Office of Special Education Programs

Role: Knowledge Development Co-Lead and Evaluation Lead

Developed knowledge development framework for identifying educational technology practices. Co-authored coding tools. Authored practitioner-friendly knowledge development

framework document. Served as the evaluation lead in consultation with the center's external evaluator. Involved targeted data collection from five Technology Implementation Partnership sites, analysis and reporting for the TIP sites, and overall center evaluation planning, execution, analysis, and writing. Lead writer on comprehensive center reports and final report to OSEP.

Center for Early Literacy Learning, American Institutes for Research (AIR) (subcontract to Puckett Institute) (February 2008–August 2009)

U.S. Department of Education, Office of Special Education Programs

Role: Project Director and Technical Assistance Liaison

Directed and managed the project, including direct oversight of all subcontract responsibilities, monitoring the staffing and budget, reporting on monthly activities, and working directly with the prime contractor. Provided technical assistance to two states to build capacity to implement, scale up, and sustain the use of evidence-based early literacy practices. Conceptualized, developed, and provided CELL's distance learning events.

What Works Clearinghouse, American Institutes for Research (AIR) (2003–2007)

U.S. Department of Education, Institute of Education Sciences

Role: Project Coordinator and Senior Research Analyst

Project coordinator for the early childhood education review. Developed framework, conducted comprehensive literature searches, reviewed studies, and wrote intervention reports about interventions and their effects on children's outcomes.

What Works in Schoolwide Reform, American Institutes for Research (AIR) (2000)

U.S. Department of Education, Planning and Evaluation Service

Role: Research Analyst

Conducted qualitative analysis of school reform data and wrote a summary paper and guide to policymakers and practitioners about what is known about comprehensive school reform.

Selected Publications

Gandhi, E. V., Helsel, F. I., Klute, M., Bates, L., Nagel, A., Van Dine, D., & Tedeschi, S. (2018). *Oregon Early Learning Hubs system evaluation: Final report*. Portland, OR: Education Northwest.

Helsel, F. K., & Gandhi, E. V. (2018). *Northwest Comprehensive Center: Year 6 annual evaluation report*. Portland, OR: Education Northwest.

Helsel, F. K., & Gandhi, E. V. (2017). *Northwest Comprehensive Center: Year 5 annual evaluation report*. Portland, OR: Education Northwest.

Helsel, F., Gandhi, E.V., & Ostler, N. (2016). *Northwest Comprehensive Center: Year 4 annual evaluation report*. Portland, OR: Education Northwest.

Helsel, F. K., & Gandhi, E. V. (2015). *What principals and administrators can do to ready their schools to support kindergarten transitions: The research basis for effective leadership*. Portland, OR: Education Northwest Whitepaper.

- McGroder, S.M., Howard, E.C., Fishman, M., Rankin, V.E., & Helsel, F.K. (2014). *Putting the Pieces Together: A Program Logic Model for Coaching in Head Start, From the Descriptive Study of the Head Start Early Learning Mentor Coach Initiative*. OPRE Report #2014-06; Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.
- Dunst, C. J., Trivette, C. M., McInerney, M., Holland-Coviello, R., Masiello, T., Helsel, F., & Robyak, A. (2008). Measuring training and practice fidelity in capacity-building scaling-up initiatives. *CELLpapers*, volume 3, number 1. Available at: <http://www.earlyliteracylearning.org/products/scp.php>
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Yael, K., and Spier, E. (2008, August). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE 2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>
- Herman, R., Carl, B., Lampron, S., Sussman, A., Berger, A., & Innes, F. (2000, March). *What we know about comprehensive school reform models*. U.S. Department of Education, Office of the Under Secretary of Education, Planning and Evaluation Service. Washington, DC: American Institutes for Research.

Honors and Awards

- Nominated to serve on the council of the Oregon Association for the Education of Young Children, 2013
- Invited to participate in the People to People Ambassador Program's Child Development and Early Education Delegation to Cuba, 2000
- Invited to participate in the People to People Ambassador Program's Early Childhood Special Education Delegation to the People's Republic of China, 2000
- Nominated for the AERA Early Childhood/Child Development Special Interest Group Dissertation Award, 2000
- Nominated for the Norma H. Compton Outstanding Doctoral Student Award, School of Consumer and Family Sciences, Purdue University, 1999
- Beulah Gillaspie Outstanding Master's Student Award, School of Consumer and Family Sciences, Purdue University, 1996
- B.C. Psychological Association Gold Medal, 1992
- The President's Scholarship, University of Victoria, 1991

Christine Andrews Paulsen, Ph.D.

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Phone: (978) 369-3519 | Fax: (978) 405-0016 | E-mail: cpaulsen@concordevaluation.com



Education

- Ph.D. 1999, University of Pennsylvania, Graduate School of Education, Policy Research, Evaluation and Measurement (*Dean's Fellow*)
- M.A. 1992, The George Washington University, Applied Social Psychology
- B.A. 1990, Clark University, Psychology (*magna cum laude*)

Honors, Awards and Boards

- American Evaluation Association, Proposal Reviewer, 2010-current
- Concord Education Fund, Board of Directors, Grants Committee Chair, 2012-2016
- National Science Foundation Review Panel Member, ITEST, 2010
- Usability Professionals Association, Proposal Review Committee Member, 2006-2010
- Human Subjects Institutional Review Board Member (AIR), 2005-2008
- Blue Ribbon, Peer-Reviewed Poster Award, American Telemedicine Association, 2006
- Phi Delta Kappa Award for Outstanding Dissertation, Tau Chapter, 1999
- American Educational Research Association/Office of Education Research and Improvement (US Department of Education) Statistical Fellowship, 1997
- Dean's Fellowship, University of Pennsylvania, appointed 1995-1996 and 1996-1997

Current Position

President and Principal Research Scientist, Concord Evaluation Group, Inc. (2008-present)

Concord Evaluation Group (CEG) is a woman-owned, small business that provides its clients (local, state, and private educational organizations) with research and evaluation support. As the principal research scientist at CEG, Dr. Paulsen is responsible for supervising all researchers and consultants; managing budgets and timelines; conceptualizing studies; developing study instruments; data collection; qualitative analyses, descriptive and inferential statistical analyses; report writing; and presenting research findings at client meetings, professional conferences, and in peer-reviewed journals.

Recent Evaluations with SEAs and LEAs only (past 10 years only - in reverse chronological order by end date)

Project	Period of Performance	Sponsor
Evaluation of Education Northwest (Regional Education Laboratory) Resources	<i>April 2012 to January 2022</i>	U.S. Department of Education, Institute of Education Sciences, ED-IES-12-C-0003
Design Squad Maker: Researching How to Support Upper Elementary School Children's Sustained Engagement and Participation in Engineering Design across Out-of-School Settings	<i>September 2018 to August 2021</i>	NSF / Division of Research on Learning in Formal and Informal Settings, Grant No: 1811457
Pilot Test Evaluation of a Green Chemistry Unit for High Schoolers	<i>January 2019 - September 2019</i>	Beyond Benign
Evaluation of the Power Skills Media Series for Career Readiness	<i>January 2019 - September 2019</i>	The Corporation for Public Broadcasting (PBS)
The Broad Institute: Sixth Grade Coding Project Evaluation	<i>January 2019 - June 2019</i>	The Broad Institute
Site Visits and CLASS Observations for Level 4 and Level 5 School Monitoring	<i>September 2015 to June 2018</i>	Massachusetts Department of Elementary and Secondary Education, Contract No: CT-DOE-1569RFQATAEC1
Consulting Services for a Middle School Survey of Boston Youth in a Visiting Scientist Program	<i>October 2017 to April 2018</i>	The Broad Institute
Evaluation of Design Squad Global	<i>September 2014 to August 2017</i>	NSF / Division of Research on Learning in Formal and Informal Settings, Grant No: 1422236
Evaluation of "Integrating Project Management Into Student Competitions" Project	<i>October 2013 to May 2016</i>	DiscoverE (formerly EWeek)
Summative Evaluation of the JV InvenTeams Initiative	<i>February 2015 to July 2015</i>	MIT-Lemelson Program at Massachusetts Institute of Technology

Project	Period of Performance	Sponsor
Evaluation of Massachusetts Professional Development Systems	<i>June 2012 to May 2015</i>	Massachusetts Department of Elementary and Secondary Education, Contract No: CT-DOE-12510012OPRKW6AIR142
Pilot Test of the JV InvenTeams Initiative	<i>September 2013 to June 2014</i>	MIT-Lemelson Program at Massachusetts Institute of Technology
Massachusetts Evaluation of “Urban School Districts” Initiative	<i>July 2013 to June 2014</i>	American Institutes for Research, with support from the Massachusetts Department of Elementary and Secondary Education
Evaluation of the “Inspiring Middle School Literacy” Collection	<i>September 2013 to June 2014</i>	WGBH Educational Foundation, with support from the Walmart Foundation
Evaluation of ASME “Engineering Ambassadors” Initiative	<i>November 2013 to May 2014</i>	Association of Mechanical Engineers (ASME)
Massachusetts Frameworks Evaluation	<i>April 2013 to April 2014</i>	Massachusetts Department of Elementary and Secondary Education, Contract No: CT-DOE-135100013OPRGS2AIR017
Evaluation of Future City	<i>October 2013 to April 2014</i>	DiscoverE (formerly EWeek)
Evaluation of Design Squad’s “Mission Solar System” Resources	<i>March 2013 to November 2013</i>	WGBH Educational Foundation, with support from the National Aeronautics and Space Administration (NASA)
Evaluation of the “NOVA Earth System Science” Initiative	<i>July 2013 to October 2013</i>	WGBH Educational Foundation, with support from the National Aeronautics and Space Administration (NASA)
Massachusetts RETELL Evaluation	<i>February 2013 to June 2013</i>	Massachusetts Department of Elementary and Secondary Education, Contract No: CT-DOE-135100RFQOPRKW7AIR13/SS395A1058
Evaluation of Civil Engineering Clubs	<i>April 2012 to May 2013</i>	American Society of Civil Engineers

Project	Period of Performance	Sponsor
Pilot Test of Massachusetts Pilot Teachers' SEI Endorsement Course: RETELL (Rethinking Equity and Teaching for English Language Learners)	<i>October 2012 to December 2012</i>	American Institutes for Research, with support from the Massachusetts Department of Elementary and Secondary Education
Evaluation of Television Series "Jonathan Bird's Blue World"	<i>August 2011 to August 2012</i>	NSF / Division of Undergraduate Education, National Science, Math, Engineering, and Technical Education Digital Library, Grant No: 1043823
Evaluation of NOVA Television Series "Finding Life Beyond Earth" Including Museum and Web-based Resources	<i>June 2011 to August 2012</i>	NASA, Planetary Science Communications Initiative, NASA Langley Cooperative Agreement No: NNL09AA00A
Evaluation of the "Future City" Engineering Program	<i>June 2011 to June 2012</i>	Engineering Week Foundation
Massachusetts Wraparound Zone Initiative Survey	<i>February 2012 to May 2012</i>	American Institutes for Research, with support from the Massachusetts Department of Elementary and Secondary Education
Evaluation of the Children's Television Series "Design Squad, Season 4" Including Engineering-related Web and Classroom Resources	<i>March 2010 to August 2011</i>	NSF / Division of Engineering Education and Centers. Programs: Informal Science Education, Special Studies and Analyses, & Engineering Education Grant No: 0917495
Evaluation of the "Time to Invent" Program for Informal Educational Settings	<i>June 2009 to June 2011</i>	The Lemelson Foundation
Evaluation of an Initiative to Change Girls' Perception of Computer Science: "Dot Diva"	<i>September 2009 to December 2010</i>	NSF / Division of Computer and Network Systems, Broadening Participating in Computing Program Grant No: 0753686

Project	Period of Performance	Sponsor
Evaluation of an Initiative to Encourage Academically-prepared High School Women to Pursue Engineering Careers: “Engineer Your Life”	<i>February 2009 to September 2010</i>	NSF / Division of Engineering Education and Centers, Engineering Education Program, Grant No: 0550710
Evaluation of the Children’s Television Series “Design Squad, Season 3” Including Engineering-related Classroom Resources	<i>June 2009 to June 2010</i>	NSF / Division of Engineering Education and Centers. Programs: Informal Science Education, ITEST, Discovery Research K-12 Applied Research, & Engineering Education, Grant No: 0810996
Evaluation of Online Training Module for Informal Science Educators Developed in Conjunction with the Children’s Television Series “FETCH! with Ruff Ruffman, Season 4”	<i>March 2009 to December 2009</i>	NSF / Division of Research on Learning in Formal and Informal Settings, Informal Science Education Program, Grant No: 0813513

Past Professional Experience

American Institutes for Research (1997-2008), positions held:

Director, Human Factors Research and Design Practice (2004-2008)

Principal Research Scientist (2004-2008)

Senior Research Scientist (1999-2004)

Research Scientist (1997-1999)

Responsible for providing research and evaluation consulting services to educational agencies at the national, state and local levels. Routinely directed program evaluation studies and usability studies. Also routinely served as a senior technical advisor to projects. Conducted research with hundreds of consumers to help clients develop technologies/products that were understandable, engaging, and that led to positive workplace, educational, and health outcomes. Directed evaluation studies for NSF-sponsored projects that were led by WGBH, including *FETCH! with Ruff Ruffman*, *Engineer Your Life*, and *Design Squad*.

Senior Research Analyst, Walcoff & Associates, Inc. (1994-1995)

Developed and evaluated an objective proposal review process implemented by the Environmental Security Technology Certification Program (U.S. Department of Defense). Also, evaluated distance learning technologies used by the U.S. Defense Acquisition University. Collected and analyzed data, wrote reports, assisted in managing the contract budget, supervised junior-level staff, participated in proposal writing, and coordinated several conferences.

Research Associate, Institute for Social Analysis and ISA Associates, Inc. (1990-1994)

Evaluated community and public health programs with a special emphasis on youth, workplace, and minority populations. Assisted in the development of survey instruments. Managed databases and supervised data entry. Performed site visits and collected data (interview, telephone, archival and survey data). Administered surveys to several hundred students and community members. Analyzed qualitative and quantitative data using multivariate and descriptive statistics. Wrote reports for publication and presentation at professional meetings.

Publications (past 10 years only)

Peer-reviewed journals

Paulsen, C.A. (2013). Implementing out-of-school time science, technology, and mathematics resources: Best practices from public television. *Afterschool Matters*, 17, 27-35.

Paulsen, C.A. & Andrews, J.R. (2014). The effectiveness of placing temporal constraints on a transmedia STEM learning experience for young children. *E-Learning and Digital media*, 11(2), 204-213.

Paulsen, C.A., Bransfield, C.P., & Sahr, T. (2010). Evaluation of the *Engineer Your Life Initiative*. *International Journal of Gender, Science and Technology*, 2(2), 262-273. Available online at: <http://genderandset.open.ac.uk/index.php/genderandset/article/view/35/124>

Turner-Bowker, D.M., Saris-Baglama, R.N., Derosa, M.A., Paulsen, C.A. (2012). Cognitive testing and readability of an item bank for measuring the impact of headache on health-related quality of life. *Patient*, 5(2): 89-99.

Turner-Bowker, D.M., Saris-Baglama, R.N., Smith, K.J., DeRosa, M.A., Paulsen, C.A., Hogue, S.J. (January 2011). Heuristic evaluation and usability testing of a computerized patient-reported outcomes survey for headache sufferers. *Telemedicine and e-Health*, 17(1): 40-45.

Turner-Bowker D.M., Saris-Baglama R.N., DeRosa M.A., Paulsen C.A., & Bransfield C.P. (2009, December 1). Using qualitative research to inform the development of a comprehensive outcomes assessment for asthma. *The Patient: Patient-Centered Outcomes Research*, 2(4): 1-14.

Technical & project reports

- Beauchamp, A. & Paulsen, C.A. (2014). *The Walmart Inspiring Middle School Literacy Initiative: Pilot Test*. Concord, MA: Concord Evaluation Group.
- Bransfield, C.P., Carroll, S. Paulsen, C.A. (2011). *National Council of State Boards of Nursing member and associate member websites: Website usability audit final project report*. Concord, MA: Concord Evaluation Group.
- Bransfield, C.P. & Paulsen, C.A. (2010). *"FETCH!" interactive webisode evaluation report*. In support of NSF 0840307. Concord, MA: Concord Evaluation Group.
- Bransfield, C. & Paulsen, C.A. (2010). *"Invent It. Build It." event evaluation report*. Concord, MA: Concord Evaluation Group.
- Bransfield, C. & Paulsen, C.A. (2009). *Focus group study of "Boost High" game concept*. Sponsored by JMH Education and the Ad Council. Concord, MA: Veridian inSight.
- Coggsall, J. Hinojosa, T., Therriault, S., Paulsen, C., Stein, L., Haynes, E., Milton, J., Bivona, L., & Friedman, L. (2012). *Summary report 2: Descriptive analysis of the Massachusetts Department of Elementary and Secondary Education-sponsored professional development offerings and coordination processes*. Washington, DC: American Institutes for Research.
- Haynes, E., August, D., & Paulsen, C. (2013, July). *An evaluation of the 2013 Massachusetts pilot teachers' SEI endorsement course*. Washington, DC: American Institutes for Research.
- Haynes, E., August, D., & Paulsen, C. (2012, December). *An evaluation of the Massachusetts pilot teachers' SEI endorsement course*. Washington, DC: American Institutes for Research.
- Haynes, E., Milton, J., Paulsen, C., Stein, L., Coggsall, J., Hinojosa, T., Friedman, L., & Therriault, S. (2012). *An evaluation of professional development systems: Inventory of Massachusetts Department of Elementary and Secondary Education-sponsored professional development*. Washington, DC: American Institutes for Research.
- Paulsen, C.A. (2016). *Evaluation of PEEP and the Big Wide World Resources for Families*. In support of NSF Grant No.: NSF DRL 1222607. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2016). *Invent It. Build It. 2015: Evaluation Report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2016). *JV InvenTeams™: 2015-16 Evaluation Report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2015). *Invent It. Build It. Longitudinal Study: 2012-2015*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2014). *Courageous Parents Network Website Evaluation*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2014). *Future City 2013-14: Evaluation Report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2014). *Invent It. Build It. 2013: Evaluation report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2013). *Civil Engineering Club Pilot Test: Evaluation Report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2013). *Invent It. Build It. 2012: Evaluation report*. Concord, MA: Concord Evaluation Group.

- Paulsen, C.A. (2013). *Mission: Solar System Evaluation*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2012). *Evaluation of Curious George*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2012). *Evaluation of Jonathan Bird's Blue World: Ocean science resources*. In support of NSF DUE 1043823. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2012). *Evaluation of NOVA's "Finding Life Beyond Earth."* In support of a National Aeronautics and Space Administration (NASA) Planetary Science Communications Initiative (No: NNL09AA00A). Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2012). *Evaluation of Peep and the Big Wide World resources for Spanish-speaking families*. In support of NSF DRL 1010900. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2012). *Spyhounds pilot: Evaluation report*. In support of NSF DRL 1114690. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2011). *Time to Invent Club: Evaluation report*. In support of a Lemelson Foundation Grant. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. (2010). *Report on the JETS' survey of current and potential affiliates*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A., & Beauchamp, A. (2015). *Noches de Ciencias: Evaluation report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. & Beauchamp, A. (2015). *Invent It. Build It. 2014: Evaluation report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. & Beauchamp, A. (2014). *JV InvenTeams™ Pilot Test: Formative evaluation report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A., Beauchamp, A. & Bylund, J. (2014). *NOVA "Making Stuff Season 2:" Summative evaluation report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A., & Bransfield, C.P. (2010). *"Engineer Your Life" evaluation report for year 3*. In support of NSF 0550710. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. & Bransfield, C.P. (2010). *"FETCH!" season 5 summative evaluation: Teaching math through television*. In support of NSF 0840307. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. & Bransfield, C.P. (2010). *Evaluation of Design Squad, Season 3: Final Report*. In support of NSF Grant No: 0810996. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. & Burke, L. (2017). *Invent It. Build It. 2016: Evaluation report*. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A., Burke, L., Solomon, J., & Pereira, A. (2017). *Evaluability assessment of patient-provider, parent, and home visitor simulated conversations*. In support of a Robert Wood Johnson contract number 73064. Concord, MA: Concord Evaluation Group.
- Paulsen, C.A. and Carroll, S. (2019). *Invent It. Build It. 2018: Evaluation Report*. Concord, MA: Concord Evaluation Group.

F. Capacity Inventory

1. SEA Capacity Inventory Interview
2. SEA Capacity Inventory Rubric

SEA Capacity Inventory Interview

State:	Project:	Date:
Interviewees:		

	Interview Questions [trait addressed]	Reconciled Rubric Rating
1	What is the vision for the project? How does it link to other work (coherence)? [shared vision]	① ② ③ ④
	Would you say the vision is understood and shared by all, most, few, or none of the people involved with the project? [shared vision]	
	<i>PROBE:</i> Is it acceptable that only a few understand the vision? Why? [shared vision]	
2	What are the roles of the SEA leaders who support this project? [leadership support]	① ② ③ ④
	In general, how engaged are these leaders in the project? [leadership support]	
3	Which departments, agencies, organizations, and stakeholders are on the project team? [cross-agency project team]	① ② ③ ④
	<i>PROBE:</i> Are there any departments, agencies, organizations, or stakeholders that are missing from the project team? [cross-agency project team]	
4	Would you say the project team has full; considerable/substantial; some; or little or no decision-making authority? [project team authority]	① ② ③ ④
5	Have you created a theory of action to guide the project? [If no, do you plan to create one?] [theory of action]	① ② ③ ④
	What components ¹ are included on the theory of action? [theory of action]	
	What are the connections between those components? [theory of action]	
	<i>PROBE:</i> Is the theory of action being used to guide the project to a great extent; to some extent; very little; or not at all? [theory of action]	

¹ By components, we mean project goals, activities, outcomes, and impacts.

	Interview Questions [trait addressed]	Reconciled Rubric Rating
6	Have you written an implementation plan? [If yes] What components ² are included on the implementation plan? [implementation plan]	① ② ③ ④
	<i>PROBE:</i> Was the theory of action used to a great extent, some extent, very little extent, or not at all to write the plan? [implementation plan]	
7	What other initiatives, projects, or research are being used to develop and implement this project? [prior lessons & research to plan]	① ② ③ ④
8	Have responsibilities been defined for all, some, or none of the project team? [project team responsibilities]	① ② ③ ④
	Have these responsibilities been communicated to all, most, some, or none of the project team? [project team responsibilities]	
	<i>PROBE:</i> Have these responsibilities been communicated to them in writing and verbally, or just one or the other? [project team responsibilities]	
9	Are all, some, few, or none of the team members able to execute their responsibilities? Why or why not? [high priority project]	① ② ③ ④
10	Does the project team have the skills and knowledge necessary to ensure successful implementation of the project? [project team skills & knowledge]	① ② ③ ④
	<i>PROBE:</i> Are there any gaps in the project team's skills and knowledge? How do you plan to fill those gaps? [project team skills & knowledge]	
11	What types of professional development (e.g., trainings, resources) is offered to the people responsible for implementing the project? [build skills & knowledge]	① ② ③ ④
	<i>PROBE:</i> How regularly are these professional development opportunities offered? [build skills & knowledge]	
	<i>PROBE:</i> How do you ensure that the professional development is high quality? [build skills & knowledge]	
12	What types of resources (e.g., funding, staff time, equipment, technology, etc) have been identified for this project? [allocate sufficient resources]	① ② ③ ④
	Have they been fully allocated to the project? [allocate sufficient resources]	
	Are there any gaps in resources needed for implementing this project? [allocate sufficient resources]	

² By components, we mean implementer responsibilities, timelines, indicators of implementation fidelity, and action steps.

	Interview Questions [trait addressed]	Reconciled Rubric Rating
13	Have you written an evaluation plan? [If yes] What components ³ are included on the evaluation plan? [evaluation plan]	① ② ③ ④
	<i>PROBE:</i> Was the theory of action used to a great extent, some extent, very little extent, or not at all to write the plan? [evaluation plan]	
14	Is implementation fidelity being monitored? [If yes] How often does this happen? [implementation fidelity]	① ② ③ ④
	<i>PROBE:</i> Is this information used by project team members to make improvements to project implementation? [implementation fidelity]	
15	How are stakeholders informed about the goals and activities for the project? [orient & communicate]	① ② ③ ④
	<i>PROBE:</i> How regularly do these communication efforts happen? [orient & communicate]	
16	Is progress toward outcomes being measured? [If yes] How often does this happen? [evaluate project]	① ② ③ ④
	<i>PROBE:</i> Is this information used by project team members to make improvements to project implementation? [evaluate project]	
17	How are stakeholders informed about the progress and outcomes of the project? [communicate results]	① ② ③ ④
	<i>PROBE:</i> How regularly do these communication efforts happen? [communicate results]	
18	How long is the project expected to last? [continue momentum]	① ② ③ ④
	To what extent has the project been integrated into the system to ensure it is sustained? [continue momentum]	
	To what extent have resources been secured to ensure the project is sustained? [continue momentum]	

³ By components, we mean evaluation questions, methods, outcomes, indicators of success, action steps, and timelines.

SEA Capacity Inventory—Rubric

Intended Use:

This rubric is designed to serve as a measure of a state education agency's (SEA) capacity to effectively implement an initiative/project.

TRAIT (KEY ACTION)	RATINGS			
	4 <i>Exemplary level of development and implementation</i>	3 <i>High level of development and implementation</i>	2 <i>Moderate development and implementation</i>	1 <i>Little or no development and implementation</i>
SET THE FOCUS				
1) Obtain Executive-Level SEA Leadership Support	The highest-level SEA leadership supports the initiative/project and fully engages in activities to ensure its successful implementation (e.g., aligning policies and procedures).	The highest-level SEA leadership supports the initiative/project, but could be more engaged in activities to ensure its successful implementation.	The highest-level SEA leadership supports the initiative/project, but is not yet engaged in any activities to ensure its successful implementation.	The highest-level SEA leadership is not aware of or does not support the initiative/project.
2) Allocate Sufficient Resources	All resources (e.g., funding, staff, time, equipment, technology) have been identified and allocated to support successful implementation.	All resources have been identified, but they have not yet been fully allocated to support successful implementation.	All or partial resources have been identified, but lack of allocation impedes successful implementation.	Resources have not been identified or allocated.
3) Compose and Secure a Cross-Agency Initiative/Project Team	All representatives necessary for successful implementation have been identified and secured across departments, agencies, and stakeholders.	Most representatives necessary for successful implementation have been identified and secured across departments, agencies, and stakeholders.	Initial efforts have begun to identify the necessary representatives from all departments, agencies, and stakeholders necessary for successful implementation, but more work is needed to identify and secure the initiative/project team.	Efforts to identify and secure a cross-agency initiative/project team have not yet begun or the initiative/project team is limited to a single department or individual.
4) Ensure Initiative/Project Team Has Authority	The initiative/project team has full decision-making authority to implement the initiative/project.	The initiative/project team has considerable decision-making authority, but is required to obtain final approval from a higher authority.	The initiative/project team has some decision-making authority, but must rely heavily on the authority of those outside the team.	The initiative/project team has little or no decision-making authority.
5) Define and Communicate Initiative/Project Team Responsibilities	All initiative/project team members have clearly defined responsibilities, which have been communicated to them verbally and in writing.	Some initiative/project team members have clearly defined responsibilities, which have been communicated to them verbally and in writing.	The responsibilities of initiative/project team members have been defined, but initiative/project team members are uncertain of those responsibilities.	The responsibilities of initiative/project team members have not been defined and initiative/project team members do not know who is responsible for the various tasks.
6) Assess Team Skills and Knowledge About the Initiative/Project	Initiative/project team members possess the skills and knowledge necessary for successful implementation, and/or have access to experts when necessary.	Most initiative/project team members possess the skills and knowledge necessary for successful implementation, and/or have access to experts to fill those gaps.	Although some initiative/project team members have the necessary skills and knowledge, some team members do not, and they are unaware of experts to fill those gaps.	Skills and knowledge of initiative/project team members necessary to carry out implementation are currently being determined.

TRAIT (KEY ACTION)	RATINGS			
	4 <i>Exemplary level of development and implementation</i>	3 <i>High level of development and implementation</i>	2 <i>Moderate development and implementation</i>	1 <i>Little or no development and implementation</i>
PLAN FOR CHANGE				
7) Use Prior Lessons and Research to Plan the Initiative/Project	A mechanism is in place to ensure that lessons learned from other initiatives/projects and/or research on effective practices is used to plan for implementation.	There is some evidence that initiative/project team members are <u>using</u> lessons learned from other initiatives/projects and/or research on effective practices to plan for implementation, but this information has not yet been incorporated into all aspects of planning.	There is some evidence that initiative/project team members are <u>aware</u> of the importance of using lessons learned from other initiatives/projects and/or research on effective practices to plan for implementation, but they have not started using that information for planning.	There is no evidence that initiative/project team members are aware of or using lessons learned from other initiatives/projects or research on effective practices in planning for implementation.
8) Create a Theory of Action	A theory of action that includes elements of other related initiatives/projects and that shows connections between initiatives/project activities and expected outcomes and impacts has been created and is being used to guide the initiative/project.	An initial theory of action that includes elements of other related initiatives/projects has been created and is starting to be used to guide the initiative/project, with the intention of revising it over time.	An initial theory of action has been created, but it does not include elements of other related initiatives/projects or it is not being used to guide the initiative/project.	A theory of action has not yet been created.
9) Develop a Shared Vision for the Initiative/Project	All initiative/project team members, including executive-level leaders, are aware of and understand or support the vision for the initiative/project, including initiative/project activities, expected outcomes, and impacts.	Most initiative/project team members understand and support the vision for the initiative/project, but a few do not share – or are not aware of – the vision.	Few initiative/project team members are aware of and/or understand and support the vision for the initiative/project.	Little or no evidence indicates that the initiative/project team members, including executive-level leaders, are aware of, understand, or support the vision for the initiative/project.
10) Write an Implementation Plan	Initiative/project team members used the theory of action to write an implementation plan that summarizes timelines, implementer responsibilities, indicators of implementation fidelity, action steps, and evaluation plans.	Initiative/project team members have started to write the implementation plan based on their theory of action, but additional revisions and additions are needed prior to its completion, including the specification of implementer responsibilities.	Initiative/project team members have started to write their implementation plan, but it is not guided by the theory of action.	An implementation plan has not yet been written.
UNDERTAKE CHANGE				
11) Demonstrate that Initiative/Project is High Priority for Team Members	Successful implementation is a high priority for all initiative/project team members, as shown by execution of their responsibilities.	Successful implementation is a high priority for the majority of initiative/project team members, as shown by execution of their responsibilities.	Successful implementation of the initiative/project is a priority for a few initiative/project team members, as shown by limited execution of initiative/project team responsibilities.	The initiative/project is not yet a high priority for initiative/project team members, as shown by the limited execution of initiative/project team responsibilities.

TRAIT (KEY ACTION)	RATINGS			
	4 <i>Exemplary level of development and implementation</i>	3 <i>High level of development and implementation</i>	2 <i>Moderate development and implementation</i>	1 <i>Little or no development and implementation</i>
12) Orient and Communicate with Stakeholders	Initiative/project team members regularly inform stakeholders and the general public about the initiative/project, including the vision, scope, and planned activities.	Some effort is made to inform stakeholders and/or the general public about the initiative/project, but these efforts may not be on a regular basis.	Little effort is made to inform stakeholders and/or the general public about the initiative/project, and these efforts are not made on a regular basis.	No effort is made to inform stakeholders and/or the general public about the initiative/project.
13) Build Implementer Skills, Knowledge, and Tools	Professional development, including high quality training and tools that are aligned to the theory of action, is provided on a regular basis to initiative/project implementers.	Professional development that is aligned to the theory of action is offered, but may not be offered on a regular basis.	Professional development is offered, but may not support successful implementation because it is not aligned to the theory of action.	Professional development, including high quality training and tools that are aligned to the initiative/project, is not yet offered.
14) Monitor Implementation Fidelity	Initiative/project team members consistently monitor implementation fidelity and make ongoing and continuous improvements to the plan and implementation.	Initiative/project team members consistently monitor implementation fidelity, but do not yet make ongoing and continuous improvements to the plan and implementation.	Initiative/project team members do not consistently monitor implementation fidelity and do not yet make ongoing and continuous improvements to the plan and implementation.	Fidelity of implementation is not being monitored.
RECHARGE AND SUSTAIN				
15) Write an Evaluation Plan	Initiative/project team members used the theory of action to write an evaluation plan that includes evaluation questions, methods (including participants and measures), planned analysis, and timelines for data collection and reporting.	Initiative/project team members have started to write the evaluation plan based on their theory of action, but additional revisions are needed prior to its completion.	Initiative/project team members have started to write their evaluation plan, but it is not guided by the theory of action.	An evaluation plan has not yet been written.
16) Evaluate Initiative/Project Using the Evaluation Plan	Initiative/project team members are using the evaluation plan as designed to monitor progress toward outcomes, and to make ongoing and continuous improvements to the initiative/project.	Initiative/project team members follow the evaluation plan, and are collecting all of the necessary data, but are not yet using it to make ongoing and continuous improvements to the initiative/project.	Initiative/project team members are not yet collecting all of the necessary data to be able to make ongoing and continuous improvements to the initiative/project.	Initiative/project team members are not yet collecting any data to monitor progress toward outcomes.
17) Communicate Evaluation Results to Implementers and Stakeholders	The initiative/project leadership routinely communicates evaluation findings to implementers and stakeholders to inform them about progress and outcomes of the initiative/project.	Evaluation findings are available, but communication about them with implementers and/or stakeholders has been incomplete or sporadic.	Evaluation findings are available, but they have not yet been communicated to implementers and/or stakeholders.	Evaluation findings are not yet available for communication with implementers and/or stakeholders.

TRAIT (KEY ACTION)	RATINGS			
	4 <i>Exemplary level of development and implementation</i>	3 <i>High level of development and implementation</i>	2 <i>Moderate development and implementation</i>	1 <i>Little or no development and implementation</i>
18) Continue Forward Momentum to Reach Ongoing Sustainability	The initiative/project is fully institutionalized within the system, and the focus is on ongoing sustainability and innovation in implementation.	The initiative/project is on a path to sustainability because the initiative/project team has put the majority of key components of sustainability into place (e.g., resources, leadership buy-in).	The initiative/project is not yet on a guaranteed path to sustainability because the initiative/project team still needs to put some key components of sustainability (e.g., resources, leadership buy-in) into place.	The initiative/project has little chance to continue due to lack of buy-in, changes in leadership, lack of resources, or other missing components.

NWCC State Coordinator Interim Capacity Inventory Check-in

Date:

State:

Interviewee(s):

- 1) First, I would like to review the information we have on your current projects.
[Interviewer to review Capacity Inventory Spreadsheet – Baseline – Final]
 - a. Are these the correct projects?
 - b. Are any of these projects about to end?
 - c. Do you have any new projects that should be added? What are their projected start and end dates?
 - d. Do you have any events coming up that we should make an event survey for? If yes, for when are the events scheduled?

- 2) Next, I would like to gather some specific information about each of your projects.
[Interviewer pre-populate information on the projects and traits prior to the interview]
 - a. For each trait, what progress have you made in accomplishing the milestones set?
 - b. How do you know you are making progress? (Probe for tangible, objective examples) [use rubric language to prompt]

Add Project Name and pre-populate with current milestones from ED plan. Highlight in blue the milestones pre-populated prior the interview based on the ED plan.

TRAIT (KEY ACTION)	RATINGS			
	A <i>Little or no development and implementation</i>	B <i>Moderate development and implementation</i>	C <i>High level of development and implementation</i>	D <i>Exemplary level of development and implementation</i>
1) What progress have you made in accomplishing the milestones set?				
2) How do you know you are making progress? (Probe for tangible, objective examples) [use rubric language to prompt]				
1) What progress have you made in accomplishing the milestones set?				
2) How do you know you are making progress? (Probe for tangible, objective examples) [use rubric language to prompt]				

TRAIT (KEY ACTION)	RATINGS			
	A <i>Little or no development and implementation</i>	B <i>Moderate development and implementation</i>	C <i>High level of development and implementation</i>	D <i>Exemplary level of development and implementation</i>
1) What progress have you made in accomplishing the milestones set?				
2) How do you know you are making progress? (Probe for tangible, objective examples) [use rubric language to prompt]				

Add Project Name and pre-populate with current milestones from ED plan. Highlight in blue the milestones pre-populated prior the interview based on the ED plan.

TRAIT (KEY ACTION)	RATINGS			
	A <i>Little or no development and implementation</i>	B <i>Moderate development and implementation</i>	C <i>High level of development and implementation</i>	D <i>Exemplary level of development and implementation</i>
1) What progress have you made in accomplishing the milestones set?				
2) How do you know you are making progress? (Probe for tangible, objective examples) [use rubric language to prompt]				
1) What progress have you made in accomplishing the milestones set?				
2) How do you know you are making progress? (Probe for tangible, objective examples) [use rubric language to prompt]				
1) What progress have you made in accomplishing the milestones set?				
2) How do you know you are making progress? (Probe for tangible, objective examples) [use rubric language to prompt]				

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Budget Narrative File(s)

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Budget Narrative

Year 1: October 1, 2019 – September 30, 2020

1. Personnel

\$349,181

Personnel salaries include basic compensation of all full-time or part-time employees, permanent or temporary, of Education Northwest regardless of type of appointment or method of payment. This budget includes annual 2.5% increases in salaries, which are estimated based on Board of Directors policy each December 1.

The table below presents the proposed Education Northwest staff member, percent FTE committed to the project, and the portion of salary to be charged project based on the allocation (i.e., if the staff member is allocated at 0.5 FTE, the salary represents 0.5 of the annual salary). Staff members to be compensated under Year 1 of the project are as follows:

Title & Role	Duties	FTE Salary	Importance
Marybeth Flachbart Project Director	<ul style="list-style-type: none"> • Manage all project activities • Supervise personnel and subcontractors • Develop and monitor budgets, authorize, and monitor expenditures • Provide training and technical assistance • Collaborate with other Education Northwest programs and federally funded service providers • Prepare required reports 	.75 FTE \$94,984	The position directs all work of the Center and provides efficient management of the project which is necessary to collaborate with partners, other Comprehensive Centers, and other Education Northwest programs to ensure seamless and coordinated services to the SEAs and proper use of federal funds.
Jennifer Esswein Idaho State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to ISDE • Lead the Idaho State Service Plan team in building the SEA's capacity to carry out consolidated plans • Lead the Idaho State Service Plan team in supporting CSI and TSI schools 	.25 FTE \$34,121	This position provides a single point of contact for the ISDE, closely monitors the client relationship and needs of the ISDE and leads the two state service plan teams in meeting the projects milestones and outcomes.
Aurora Moore Montana State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to MT OPI • Lead the Montana State Service Plan team on monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA • Lead the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.25 FTE \$25,106	This position provides a single point of contact for MT OPI, closely monitors the client relationship and needs of MT OPI, and leads the two state service plan teams in meeting the projects milestones and outcomes.

Title & Role	Duties	FTE Salary	Importance
Mandy Smoker-Broadus Capacity Specialist	<ul style="list-style-type: none"> Serve on the Montana State Service Plan team in monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA Serve on the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.20 FTE \$20,957	This position brings technical expertise in equity, inclusivity and cultural responsiveness, particularly in the realms of American Indian education and rural contexts.
Rosie Santana Capacity Specialist	<ul style="list-style-type: none"> Lead the regional Rural Schools Network team in assisting the Idaho and Montana SEAs in building a smaller rural network that focuses specifically on identifying and implementing evidence-based practices to meet the needs of rural educators and students. 	.35 FTE \$33,435	This position brings technical expertise in coaching and support at all levels of the school system centered on collective school improvement and student achievement.
Ira Pollack Knowledge Manager	<ul style="list-style-type: none"> Provide online research and reference services Develop and disseminate collections of education-related materials Attend internal state meetings and meetings with SEA leadership teams to ensure connections across states and projects 	.25 FTE \$21,808	This position ensures that project staff has information on the latest research-based practices to guide project plans. This position will also help SEAs increase knowledge and skills in each of the service plan focus areas and ensure effective communication across projects and states about ongoing work.
Fiona Innes Helsel Internal Formative Evaluator	<ul style="list-style-type: none"> Provide ongoing feedback to internal staff for continuous improvement purposes Collect data to assess region 17's targeted and universal technical assistance services Work with the region 17 technical assistance staff to provide the necessary information to the external evaluator for the summative evaluation, particularly for the intensive technical assistance services 	.15 FTE \$22,483	This position ensures a strong Internal formative evaluation that will be used to monitor program processes to achieve project objectives. Works with Director to provide ongoing feedback to inform project activities and determine needed mid-course corrections.
Kate Fitzgibbon Communications Coordinator	<ul style="list-style-type: none"> Lead multiple dissemination and outreach activities to inform and engage SEAs in the broad portfolio of work conducted through this project. Use content development, social media, and other mass communication platforms, to ensure the right people get the information they need when they need it 	.10 FTE \$9,050	This position will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.

Title & Role	Duties	FTE Salary	Importance
Additional Capacity Specialists	<ul style="list-style-type: none"> Serve on the State Service Plan teams and lead activities in service to the SEAs and stakeholders in meeting project milestones and outcomes 	.53 FTE \$52,663	These positions consist of diverse experts in a wide variety of subject areas who can be deployed to support the needs of ISDE and OPI. Brief bios of identified staff are included in narrative section.
Additional Communications Team	<ul style="list-style-type: none"> Assist Communications Coordinator in dissemination and outreach activities, content development, social media, and other mass communication platforms 	.14 FTE \$12,628	These positions will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.
Suzanne Hay Financial Administrator	<ul style="list-style-type: none"> Support the Director Coordinate 524b annual reporting and monthly budget reporting; analyze and report on task and project expenditures Support state service managers on project management issues; including staffing and other expenditures 	.15 FTE \$11,047	This position ensures budgets are consistently monitored for accuracy and latest financial information is reported to Director on a timely basis. Ensures timely and efficient submission of project reports to funding agency.
Johna Coffey Project Support	<ul style="list-style-type: none"> Provide administrative support for all project staff. Schedules and participates in meetings Supports the Director by compiling reports for the program officer. Provides travel support to project staff, arranging flights, booking hotels, and registering for conferences. 	.25 FTE \$10,899	This position provides efficient, consistent administrative support essential to project staff to ensure excellent service to SEAs and partners.

Calculation of Effective Rate for Salary Expense:

Each employee's actual salary is based on working hours in the contractual period. One full-time equivalent equals 2,080 hours for professional staff (8 hours per day). The hourly salary rate is then adjusted to provide for paid time off (PTO). An example of the computation of the daily rate for salary costs for an "exempt" employee earning \$40,000 per year follows:

Typical number of work hours per year:	2,080
Less: Holidays	(80)
Vacation	(160)
<u>PTO (experience)</u>	<u>(80)</u>
Chargeable time	1,760

Salary -- \$40,000 divided by 1,760 is \$22.73 per hour

2. Fringe Benefits**\$134,085**

Fringe benefits consist of Education Northwest's share of costs for employee health and life insurance, retirement plans, FICA, and Workman's Compensation.

Fringe benefits are charged as direct costs applied as a percentage of total labor as follows:

- For long-term staff working .5 full-time equivalent (FTE) or more, benefits are charged at 38.4%. This is the average rate for required payroll taxes and Education Northwest's share of optional benefits for such staff.
- For temporary staff and long-term staff working less than .5 FTE, benefits are charged at 9.0%. This is the employer cost of required payroll taxes.

3. Travel**\$15,487**

Staff travel will be necessary to meet with and provide technical assistance to SEAs to ensure the successful completion of SEA work plans. The Project Director, State Coordinators, and Technical Assistance Specialists will travel to the states to conduct work.

Travel includes subsistence and transportation expenses. Subsistence expenses include lodging, based on actual anticipated costs, and per diem for meals and incidentals, based on amounts set by the Federal Government's General Services Administration (GSA). Transportation costs include costs for commercial carriers, and other transportation, including auto rental expense, taxi fares, parking at airports, and mileage at the current GSA rate per mile. Air fares have been budgeted at current economy rates.

Year 1 estimated travel costs; all trips originate from Boise, Idaho:

To	Purpose	Travel Estimates					No. of Trips	Total Cost
		Lodging	Per Diem	Air	Ground	Trip Total		
Boise, Idaho (day trips)	Meet with SEA staff; provide technical assistance	NA	NA	NA	\$100	\$100	10	\$1,000
Helena, Montana (1 night per trip)	Meet with SEA staff; provide technical assistance	\$101	\$66	\$350	\$100	\$617	10	\$6,170
Washington, DC (3 nights per trip)	Project Director meetings	\$753	\$228	\$850	\$350	\$2,181	2	\$4,362
Regional Cities (1 night per trip)	Regional project activities	\$150	\$66	\$350	\$225	\$791	5	\$3,955

4. Equipment

Not applicable.

5. Supplies**\$293**

Supplies include items that are ordinarily consumed within one year of purchase such as pencils, pens, paper, etc. Actual cost of supplies is charged.

In addition, educational materials, including books, periodicals, reprints, subscriptions, etc., are budgeted in this category, as well as special items not otherwise classified, including replacement items and all equipment items of a durable nature with a life expectancy of less than one year or under \$5,000 in unit value.

6. Contractual**\$205,000**

Education Northwest identified subcontractors and consultants based on their particular expertise. These subcontractors and consultants provide unique knowledge and skills necessary to carry out the service plans successfully.

Side-By-Side Educational Consulting**(\$100,000)**

Side-by-Side Educational Consulting will provide subject matter expertise, deliver capacity building services, and contribute to the execution of the state service plans. Side-by-Side Consulting is a woman-owned educational services firm based in Montana. They provide scaffolded support for coaches, principals, and superintendents to increase teacher effectiveness and improve student outcomes over the long term. Their consultants also provide coaching and professional development focused on systems and strategic processes that increase student achievement and improve teacher and leader effectiveness. Side-by-Side works with school districts, private institutions, and state agencies across the country, including both SEAs and more than 40 districts and education programs across Idaho and Montana.

Concord Evaluation Group**(\$75,000)**

The external, summative evaluation will be led by Concord Evaluation Group (CEG). Dr. Christine Andrews Paulsen founded CEG in 2008. Dr. Paulsen has been conducting evaluation research since 1990. Since founding CEG, Dr. Paulsen has directed evaluation studies for several projects in both formal and informal educational settings focused on learners as well as educators. Her methodological areas of expertise include program evaluation, qualitative and quantitative research methods, statistics, and human factors research. As the principal research scientist at CEG, Dr. Paulsen is responsible for supervising all other research staff and consultants; managing budgets and timelines; conceptualizing research studies; developing study instruments, including web- and paper-based surveys, observational data collection tools, and other measures and instruments; data collection; performing descriptive, qualitative analyses as well as inferential, statistical analyses of quantitative data; report writing; and presenting research findings at client meetings, professional conferences, and in peer-reviewed journals. Dr. Paulsen has been working with Education Northwest since 2012 as part of the Regional Educational Laboratory Northwest.

Blueprint for Education

(\$30,000)

Blueprint for Education is a strategic consulting firm led by Sara Kraemer that focuses on designing impactful strategies to support high quality teachers and leaders across the educator continuum. In Idaho, we will work with Blueprint on implementing strategies to equitably attract, recruit, develop, and retain high quality teachers and leaders in high needs LEAs and schools, including rural and remote LEAs. Blueprint for Education was a technical assistance provider and subject matter expert for SEAs, LEAs, and schools from 2007-2016 for the U.S. Department of Education's Teacher Incentive Fund programs, and since 2017 for the Teacher Quality Programs Technical Assistance Center. The organization brings a distinctive systems-design lens to large- and small-scale innovation of educational systems.

Education Northwest has developed and maintains a set of procedures associated with purchasing and procurement standards following the requirements and guidance from the Code of Federal Regulations (CFR Sections 74.40-74.48). The procedures outline actions and guidelines to follow when purchasing all organization-wide items to ensure a standard is met.

Procurement Procedures and Systems: In addition to maintaining procedures to ensure avoidance of purchasing unnecessary items, the performance of cost and pricing analyses, and adherence to contractual obligations, Education Northwest maintains an automated purchasing system to facilitate tracking expenditures and subcontract agreement commitments on all contracts and grants. Accounting staff ensure records are kept ensuring competitive bids are received or justification for sole source selection is documented. Contracting vehicles contain standard and contract/grant specific terms, and conditions are executed ensuring conformance with each of the organization's contracts and grants.

Conflict of Interest Certifications: The organization maintains both employee and entity conflict of interest procedures to ensure no employee, officer, or agent has a financial or other interest in receiving an award, as well as ensuring no unfair competitive advantage has been obtained. Each employee, subcontractor, consultant, director, and officer of the organization receives annually the conflict of interest procedures and is required to sign a certification indicating their understanding, acceptance, and adherence.

7. Construction

Not applicable.

8. Other**\$119,181**

Postage and Shipping is estimated based on current usage. Actual expenses will be charged.

Duplication encompasses all Education Northwest duplication of materials through the use of its copier and offset duplication capabilities. It also includes the cost of printing by other third-party vendors when appropriate.

Education Northwest directly allocates the following four categories of cost:

- a. **Facilities** - Hourly rates for building rent are determined by dividing total occupancy costs by the square footage occupied by each organizational unit. The monthly costs are then allocated to final cost objectives based on staff hours charged.
- b. **Telecommunications** - Common equipment and service costs are allocated to Organization units based on the number of phone lines the unit has. Other equipment costs are charged to the units based on the phone company's tariff for the equipment in use by the unit.
- c. **Local Area Network (LAN)** - The costs of using the Organization's local area network (LAN) and system-wide infrastructure is accumulated and allocated out based on the number of LAN ports a program utilizes.
- d. **Center Expenses** - Each of Education Northwest's programmatic Centers incurs general operations and oversight costs specific to the Center. As these costs benefit the entire Center and are incurred in administering program grants and contracts within the Center, they are allocated based on staff hours charged.

Also included in this category are costs to support travel expenses for SEA Indian Education Directors from each state to attend the National Indian Education Association annual conference.

9. Total Direct Costs **\$823,227**

The amount that is the sum of expenditures, per budget categories one through eight.

10. Indirect Costs **\$176,773**

Education Northwest negotiates annually a fixed indirect cost rate with the U.S. Department of Education, Indirect Cost Group. The organization's indirect cost negotiator with the Department of Education is Mr. Andre Hylton: andre.hylton@ed.gov or (202) 245-7568.

Education Northwest's approved indirect cost rate for FY 2019 (January 1, 2019 – December 31, 2019) is 25.5%.

Per the Federal OMB Circular A-122, Education Northwest utilizes the Modified Total Direct Cost (MTDC) application of its indirect cost rate as it applies to subcontractor costs. The Circular states that the MTDC consists of subcontract costs up to the first \$25,000 per subcontract agreement per year.

11. Training Stipends

Not applicable.

12. Total Costs **\$1,000,000**

Sum total of direct costs, indirect costs, and stipends.

Budget Narrative

Year 2: October 1, 2020 – September 30, 2021

1. Personnel

\$330,732

Personnel salaries include basic compensation of all full-time or part-time employees, permanent or temporary, of Education Northwest regardless of type of appointment or method of payment. This budget includes annual 2.5% increases in salaries, which are estimated based on Board of Directors policy each December 1.

The table below presents the proposed Education Northwest staff member, percent FTE committed to the project, and the portion of salary to be charged project based on the allocation (i.e., if the staff member is allocated at 0.5 FTE, the salary represents 0.5 of the annual salary). Staff members to be compensated under Year 1 of the project are as follows:

Title & Role	Duties	FTE Salary	Importance
Marybeth Flachbart Project Director	<ul style="list-style-type: none"> • Manage all project activities • Supervise personnel and subcontractors • Develop and monitor budgets, authorize, and monitor expenditures • Provide training and technical assistance • Collaborate with other Education Northwest programs and federally funded service providers • Prepare required reports 	.75 FTE \$97,358	The position directs all work of the Center and provides efficient management of the project which is necessary to collaborate with partners, other Comprehensive Centers, and other Education Northwest programs to ensure seamless and coordinated services to the SEAs and proper use of federal funds.
Jennifer Esswein Idaho State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to ISDE • Lead the Idaho State Service Plan team in building the SEA's capacity to carry out consolidated plans • Lead the Idaho State Service Plan team in supporting CSI and TSI schools 	.25 FTE \$34,974	This position provides a single point of contact for the ISDE, closely monitors the client relationship and needs of the ISDE and leads the two state service plan teams in meeting the projects milestones and outcomes.
Aurora Moore Montana State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to MT OPI • Lead the Montana State Service Plan team on monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA • Lead the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.25 FTE \$25,733	This position provides a single point of contact for MT OPI, closely monitors the client relationship and needs of MT OPI, and leads the two state service plan teams in meeting the projects milestones and outcomes.

Title & Role	Duties	FTE Salary	Importance
Mandy Smoker-Broadus Capacity Specialist	<ul style="list-style-type: none"> Serve on the Montana State Service Plan team in monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA Serve on the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.18 FTE \$19,639	This position brings technical expertise in equity, inclusivity and cultural responsiveness, particularly in the realms of American Indian education and rural contexts.
Rosie Santana Capacity Specialist	<ul style="list-style-type: none"> Lead the regional Rural Schools Network team in assisting the Idaho and Montana SEAs in building a smaller rural network that focuses specifically on identifying and implementing evidence-based practices to meet the needs of rural educators and students. 	.30 FTE \$29,375	This position brings technical expertise in coaching and support at all levels of the school system centered on collective school improvement and student achievement.
Ira Pollack Knowledge Manager	<ul style="list-style-type: none"> Provide online research and reference services Develop and disseminate collections of education-related materials Attend internal state meetings and meetings with SEA leadership teams to ensure connections across states and projects 	.25 FTE \$22,353	This position ensures that project staff has information on the latest research-based practices to guide project plans. This position will also help SEAs increase knowledge and skills in each of the service plan focus areas and ensure effective communication across projects and states about ongoing work.
Fiona Innes Helsel Internal Formative Evaluator	<ul style="list-style-type: none"> Provide ongoing feedback to internal staff for continuous improvement purposes Collect data to assess region 17's targeted and universal technical assistance services Work with the region 17 technical assistance staff to provide the necessary information to the external evaluator for the summative evaluation, particularly for the intensive technical assistance services 	.15 FTE \$23,045	This position ensures a strong Internal formative evaluation that will be used to monitor program processes to achieve project objectives. Works with Director to provide ongoing feedback to inform project activities and determine needed mid-course corrections.
Kate Fitzgibbon Communications Coordinator	<ul style="list-style-type: none"> Lead multiple dissemination and outreach activities to inform and engage SEAs in the broad portfolio of work conducted through this project. Use content development, social media, and other mass communication platforms, to ensure the right people get the information they need when they need it 	.09 FTE \$7,906	This position will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.

Title & Role	Duties	FTE Salary	Importance
Additional Capacity Specialists	<ul style="list-style-type: none"> Serve on the State Service Plan teams and lead activities in service to the SEAs and stakeholders in meeting project milestones and outcomes 	.41 FTE \$40,446	These positions consist of diverse experts in a wide variety of subject areas who can be deployed to support the needs of ISDE and OPI. Brief bios of identified staff are included in narrative section.
Additional Communications Team	<ul style="list-style-type: none"> Assist Communications Coordinator in dissemination and outreach activities, content development, social media, and other mass communication platforms 	.08 FTE \$7,407	These positions will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.
Suzanne Hay Financial Administrator	<ul style="list-style-type: none"> Support the Director Coordinate 524b annual reporting and monthly budget reporting; analyze and report on task and project expenditures Support state service managers on project management issues; including staffing and other expenditures 	.15 FTE \$11,324	This position ensures budgets are consistently monitored for accuracy and latest financial information is reported to Director on a timely basis. Ensures timely and efficient submission of project reports to funding agency.
Johna Coffey Project Support	<ul style="list-style-type: none"> Provide administrative support for all project staff. Schedules and participates in meetings Supports the Director by compiling reports for the program officer. Provides travel support to project staff, arranging flights, booking hotels, and registering for conferences. 	.25 FTE \$11,172	This position provides efficient, consistent administrative support essential to project staff to ensure excellent service to SEAs and partners.

Calculation of Effective Rate for Salary Expense:

Each employee's actual salary is based on working hours in the contractual period. One full-time equivalent equals 2,080 hours for professional staff (8 hours per day). The hourly salary rate is then adjusted to provide for paid time off (PTO). An example of the computation of the daily rate for salary costs for an "exempt" employee earning \$40,000 per year follows:

Typical number of work hours per year:	2,080
Less: Holidays	(80)
Vacation	(160)
<u>PTO (experience)</u>	<u>(80)</u>
Chargeable time	1,760

Salary -- \$40,000 divided by 1,760 is \$22.73 per hour

2. Fringe Benefits**\$127,001**

Fringe benefits consist of Education Northwest's share of costs for employee health and life insurance, retirement plans, FICA, and Workman's Compensation.

Fringe benefits are charged as direct costs applied as a percentage of total labor as follows:

- For long-term staff working .5 full-time equivalent (FTE) or more, benefits are charged at 38.4%. This is the average rate for required payroll taxes and Education Northwest's share of optional benefits for such staff.
- For temporary staff and long-term staff working less than .5 FTE, benefits are charged at 9.0%. This is the employer cost of required payroll taxes.

3. Travel**\$13,979**

Staff travel will be necessary to meet with and provide technical assistance to SEAs to ensure the successful completion of SEA work plans. The Project Director, State Coordinators, and Technical Assistance Specialists will travel to the states to conduct work.

Travel includes subsistence and transportation expenses. Subsistence expenses include lodging, based on actual anticipated costs, and per diem for meals and incidentals, based on amounts set by the Federal Government's General Services Administration (GSA). Transportation costs include costs for commercial carriers, and other transportation, including auto rental expense, taxi fares, parking at airports, and mileage at the current GSA rate per mile. Air fares have been budgeted at current economy rates.

Year 1 estimated travel costs; all trips originate from Boise, Idaho:

To	Purpose	Travel Estimates					No. of Trips	Total Cost
		Lodging	Per Diem	Air	Ground	Trip Total		
Boise, Idaho (day trips)	Meet with SEA staff; provide technical assistance	NA	NA	NA	\$100	\$100	9	\$900
Helena, Montana (1 night per trip)	Meet with SEA staff; provide technical assistance	\$101	\$66	\$350	\$100	\$617	9	\$5,553
Washington, DC (3 nights per trip)	Project Director meetings	\$753	\$228	\$850	\$350	\$2,181	2	\$4,362
Regional Cities (1 night per trip)	Regional project activities	\$150	\$66	\$350	\$225	\$791	4	\$3,164

4. Equipment

Not applicable.

5. Supplies**\$234**

Supplies include items that are ordinarily consumed within one year of purchase such as pencils, pens, paper, etc. Actual cost of supplies is charged.

In addition, educational materials, including books, periodicals, reprints, subscriptions, etc., are budgeted in this category, as well as special items not otherwise classified, including replacement items and all equipment items of a durable nature with a life expectancy of less than one year or under \$5,000 in unit value.

6. Contractual**\$200,000**

Education Northwest identified subcontractors and consultants based on their particular expertise. These subcontractors and consultants provide unique knowledge and skills necessary to carry out the service plans successfully.

Side-By-Side Educational Consulting

(\$95,000)

Side-by-Side Educational Consulting will provide subject matter expertise, deliver capacity building services, and contribute to the execution of the state service plans. Side-by-Side Consulting is a woman-owned educational services firm based in Montana. They provide scaffolded support for coaches, principals, and superintendents to increase teacher effectiveness and improve student outcomes over the long term. Their consultants also provide coaching and professional development focused on systems and strategic processes that increase student achievement and improve teacher and leader effectiveness. Side-by-Side works with school districts, private institutions, and state agencies across the country, including both SEAs and more than 40 districts and education programs across Idaho and Montana.

Concord Evaluation Group

(\$75,000)

The external, summative evaluation will be led by Concord Evaluation Group (CEG). Dr. Christine Andrews Paulsen founded CEG in 2008. Dr. Paulsen has been conducting evaluation research since 1990. Since founding CEG, Dr. Paulsen has directed evaluation studies for several projects in both formal and informal educational settings focused on learners as well as educators. Her methodological areas of expertise include program evaluation, qualitative and quantitative research methods, statistics, and human factors research. As the principal research scientist at CEG, Dr. Paulsen is responsible for supervising all other research staff and consultants; managing budgets and timelines; conceptualizing research studies; developing study instruments, including web- and paper-based surveys, observational data collection tools, and other measures and instruments; data collection; performing descriptive, qualitative analyses as well as inferential, statistical analyses of quantitative data; report writing; and presenting research findings at client meetings, professional conferences, and in peer-reviewed journals. Dr. Paulsen has been working with Education Northwest since 2012 as part of the Regional Educational Laboratory Northwest.

Blueprint for Education

(\$30,000)

Blueprint for Education is a strategic consulting firm led by Sara Kraemer that focuses on designing impactful strategies to support high quality teachers and leaders across the educator continuum. In Idaho, we will work with Blueprint on implementing strategies to equitably attract, recruit, develop, and retain high quality teachers and leaders in high needs LEAs and schools, including rural and remote LEAs. Blueprint for Education was a technical assistance provider and subject matter expert for SEAs, LEAs, and schools from 2007-2016 for the U.S. Department of Education's Teacher Incentive Fund programs, and since 2017 for the Teacher Quality Programs Technical Assistance Center. The organization brings a distinctive systems-design lens to large- and small-scale innovation of educational systems.

Education Northwest has developed and maintains a set of procedures associated with purchasing and procurement standards following the requirements and guidance from the Code of Federal Regulations (CFR Sections 74.40-74.48). The procedures outline actions and guidelines to follow when purchasing all organization-wide items to ensure a standard is met.

Procurement Procedures and Systems: In addition to maintaining procedures to ensure avoidance of purchasing unnecessary items, the performance of cost and pricing analyses, and adherence to contractual obligations, Education Northwest maintains an automated purchasing system to facilitate tracking expenditures and subcontract agreement commitments on all contracts and grants. Accounting staff ensure records are kept ensuring competitive bids are received or justification for sole source selection is documented. Contracting vehicles contain standard and contract/grant specific terms, and conditions are executed ensuring conformance with each of the organization's contracts and grants.

Conflict of Interest Certifications: The organization maintains both employee and entity conflict of interest procedures to ensure no employee, officer, or agent has a financial or other interest in receiving an award, as well as ensuring no unfair competitive advantage has been obtained. Each employee, subcontractor, consultant, director, and officer of the organization receives annually the conflict of interest procedures and is required to sign a certification indicating their understanding, acceptance, and adherence.

7. Construction

Not applicable.

8. Other**\$150,265**

Postage and Shipping is estimated based on current usage. Actual expenses will be charged.

Duplication encompasses all Education Northwest duplication of materials through the use of its copier and offset duplication capabilities. It also includes the cost of printing by other third-party vendors when appropriate.

Education Northwest directly allocates the following four categories of cost:

- a. **Facilities** - Hourly rates for building rent are determined by dividing total occupancy costs by the square footage occupied by each organizational unit. The monthly costs are then allocated to final cost objectives based on staff hours charged.
- b. **Telecommunications** - Common equipment and service costs are allocated to Organization units based on the number of phone lines the unit has. Other equipment costs are charged to the units based on the phone company's tariff for the equipment in use by the unit.
- c. **Local Area Network (LAN)** - The costs of using the Organization's local area network (LAN) and system-wide infrastructure is accumulated and allocated out based on the number of LAN ports a program utilizes.
- d. **Center Expenses** - Each of Education Northwest's programmatic Centers incurs general operations and oversight costs specific to the Center. As these costs benefit the entire Center and are incurred in administering program grants and contracts within the Center, they are allocated based on staff hours charged.

Also included in this category are costs to support travel expenses for SEA Indian Education Directors from each state to attend the National Indian Education Association annual conference.

9. Total Direct Costs **\$822,211**

The amount that is the sum of expenditures, per budget categories one through eight.

10. Indirect Costs **\$177,789**

Education Northwest negotiates annually a fixed indirect cost rate with the U.S. Department of Education, Indirect Cost Group. The organization's indirect cost negotiator with the Department of Education is Mr. Andre Hylton: andre.hylton@ed.gov or (202) 245-7568.

Education Northwest's approved indirect cost rate for FY 2019 (January 1, 2019 – December 31, 2019) is 25.5%.

Per the Federal OMB Circular A-122, Education Northwest utilizes the Modified Total Direct Cost (MTDC) application of its indirect cost rate as it applies to subcontractor costs. The Circular states that the MTDC consists of subcontract costs up to the first \$25,000 per subcontract agreement per year.

11. Training Stipends

Not applicable.

12. Total Costs **\$1,000,000**

Sum total of direct costs, indirect costs, and stipends.

Budget Narrative

Year 3: October 1, 2021 – September 30, 2022

1. Personnel

\$333,650

Personnel salaries include basic compensation of all full-time or part-time employees, permanent or temporary, of Education Northwest regardless of type of appointment or method of payment. This budget includes annual 2.5% increases in salaries, which are estimated based on Board of Directors policy each December 1.

The table below presents the proposed Education Northwest staff member, percent FTE committed to the project, and the portion of salary to be charged project based on the allocation (i.e., if the staff member is allocated at 0.5 FTE, the salary represents 0.5 of the annual salary). Staff members to be compensated under Year 1 of the project are as follows:

Title & Role	Duties	FTE Salary	Importance
Marybeth Flachbart Project Director	<ul style="list-style-type: none"> • Manage all project activities • Supervise personnel and subcontractors • Develop and monitor budgets, authorize, and monitor expenditures • Provide training and technical assistance • Collaborate with other Education Northwest programs and federally funded service providers • Prepare required reports 	.75 FTE \$99,792	The position directs all work of the Center and provides efficient management of the project which is necessary to collaborate with partners, other Comprehensive Centers, and other Education Northwest programs to ensure seamless and coordinated services to the SEAs and proper use of federal funds.
Jennifer Esswein Idaho State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to ISDE • Lead the Idaho State Service Plan team in building the SEA's capacity to carry out consolidated plans • Lead the Idaho State Service Plan team in supporting CSI and TSI schools 	.25 FTE \$35,849	This position provides a single point of contact for the ISDE, closely monitors the client relationship and needs of the ISDE and leads the two state service plan teams in meeting the projects milestones and outcomes.
Aurora Moore Montana State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to MT OPI • Lead the Montana State Service Plan team on monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA • Lead the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.25 FTE \$26,377	This position provides a single point of contact for MT OPI, closely monitors the client relationship and needs of MT OPI, and leads the two state service plan teams in meeting the projects milestones and outcomes.

Title & Role	Duties	FTE Salary	Importance
Mandy Smoker-Broadus Capacity Specialist	<ul style="list-style-type: none"> Serve on the Montana State Service Plan team in monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA Serve on the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.17 FTE \$18,872	This position brings technical expertise in equity, inclusivity and cultural responsiveness, particularly in the realms of American Indian education and rural contexts.
Rosie Santana Capacity Specialist	<ul style="list-style-type: none"> Lead the regional Rural Schools Network team in assisting the Idaho and Montana SEAs in building a smaller rural network that focuses specifically on identifying and implementing evidence-based practices to meet the needs of rural educators and students. 	.30 FTE \$30,109	This position brings technical expertise in coaching and support at all levels of the school system centered on collective school improvement and student achievement.
Ira Pollack Knowledge Manager	<ul style="list-style-type: none"> Provide online research and reference services Develop and disseminate collections of education-related materials Attend internal state meetings and meetings with SEA leadership teams to ensure connections across states and projects 	.25 FTE \$22,912	This position ensures that project staff has information on the latest research-based practices to guide project plans. This position will also help SEAs increase knowledge and skills in each of the service plan focus areas and ensure effective communication across projects and states about ongoing work.
Fiona Innes Helsel Internal Formative Evaluator	<ul style="list-style-type: none"> Provide ongoing feedback to internal staff for continuous improvement purposes Collect data to assess region 17's targeted and universal technical assistance services Work with the region 17 technical assistance staff to provide the necessary information to the external evaluator for the summative evaluation, particularly for the intensive technical assistance services 	.15 FTE \$23,622	This position ensures a strong Internal formative evaluation that will be used to monitor program processes to achieve project objectives. Works with Director to provide ongoing feedback to inform project activities and determine needed mid-course corrections.
Kate Fitzgibbon Communications Coordinator	<ul style="list-style-type: none"> Lead multiple dissemination and outreach activities to inform and engage SEAs in the broad portfolio of work conducted through this project. Use content development, social media, and other mass communication platforms, to ensure the right people get the information they need when they need it 	.09 FTE \$8,103	This position will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.

Title & Role	Duties	FTE Salary	Importance
Additional Capacity Specialists	<ul style="list-style-type: none"> Serve on the State Service Plan teams and lead activities in service to the SEAs and stakeholders in meeting project milestones and outcomes 	.39 FTE \$39,599	These positions consist of diverse experts in a wide variety of subject areas who can be deployed to support the needs of ISDE and OPI. Brief bios of identified staff are included in narrative section.
Additional Communications Team	<ul style="list-style-type: none"> Assist Communications Coordinator in dissemination and outreach activities, content development, social media, and other mass communication platforms 	.08 FTE \$7,592	These positions will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.
Suzanne Hay Financial Administrator	<ul style="list-style-type: none"> Support the Director Coordinate 524b annual reporting and monthly budget reporting; analyze and report on task and project expenditures Support state service managers on project management issues; including staffing and other expenditures 	.15 FTE \$11,606	This position ensures budgets are consistently monitored for accuracy and latest financial information is reported to Director on a timely basis. Ensures timely and efficient submission of project reports to funding agency.
Johna Coffey Project Support	<ul style="list-style-type: none"> Provide administrative support for all project staff. Schedules and participates in meetings Supports the Director by compiling reports for the program officer. Provides travel support to project staff, arranging flights, booking hotels, and registering for conferences. 	.20 FTE \$9,217	This position provides efficient, consistent administrative support essential to project staff to ensure excellent service to SEAs and partners.

Calculation of Effective Rate for Salary Expense:

Each employee's actual salary is based on working hours in the contractual period. One full-time equivalent equals 2,080 hours for professional staff (8 hours per day). The hourly salary rate is then adjusted to provide for paid time off (PTO). An example of the computation of the daily rate for salary costs for an "exempt" employee earning \$40,000 per year follows:

Typical number of work hours per year:	2,080
Less: Holidays	(80)
Vacation	(160)
<u>PTO (experience)</u>	<u>(80)</u>
Chargeable time	1,760

Salary -- \$40,000 divided by 1,760 is \$22.73 per hour

2. Fringe Benefits**\$128,122**

Fringe benefits consist of Education Northwest's share of costs for employee health and life insurance, retirement plans, FICA, and Workman's Compensation.

Fringe benefits are charged as direct costs applied as a percentage of total labor as follows:

- For long-term staff working .5 full-time equivalent (FTE) or more, benefits are charged at 38.4%. This is the average rate for required payroll taxes and Education Northwest's share of optional benefits for such staff.
- For temporary staff and long-term staff working less than .5 FTE, benefits are charged at 9.0%. This is the employer cost of required payroll taxes.

3. Travel**\$12,471**

Staff travel will be necessary to meet with and provide technical assistance to SEAs to ensure the successful completion of SEA work plans. The Project Director, State Coordinators, and Technical Assistance Specialists will travel to the states to conduct work.

Travel includes subsistence and transportation expenses. Subsistence expenses include lodging, based on actual anticipated costs, and per diem for meals and incidentals, based on amounts set by the Federal Government's General Services Administration (GSA). Transportation costs include costs for commercial carriers, and other transportation, including auto rental expense, taxi fares, parking at airports, and mileage at the current GSA rate per mile. Air fares have been budgeted at current economy rates.

Year 1 estimated travel costs; all trips originate from Boise, Idaho:

To	Purpose	Travel Estimates					No. of Trips	Total Cost
		Lodging	Per Diem	Air	Ground	Trip Total		
Boise, Idaho (day trips)	Meet with SEA staff; provide technical assistance	NA	NA	NA	\$100	\$100	8	\$800
Helena, Montana (1 night per trip)	Meet with SEA staff; provide technical assistance	\$101	\$66	\$350	\$100	\$617	8	\$4,936
Washington, DC (3 nights per trip)	Project Director meetings	\$753	\$228	\$850	\$350	\$2,181	2	\$4,362
Regional Cities (1 night per trip)	Regional project activities	\$150	\$66	\$350	\$225	\$791	3	\$2,373

4. Equipment

Not applicable.

5. Supplies**\$230**

Supplies include items that are ordinarily consumed within one year of purchase such as pencils, pens, paper, etc. Actual cost of supplies is charged.

In addition, educational materials, including books, periodicals, reprints, subscriptions, etc., are budgeted in this category, as well as special items not otherwise classified, including replacement items and all equipment items of a durable nature with a life expectancy of less than one year or under \$5,000 in unit value.

6. Contractual**\$200,000**

Education Northwest identified subcontractors and consultants based on their particular expertise. These subcontractors and consultants provide unique knowledge and skills necessary to carry out the service plans successfully.

Side-By-Side Educational Consulting

(\$95,000)

Side-by-Side Educational Consulting will provide subject matter expertise, deliver capacity building services, and contribute to the execution of the state service plans. Side-by-Side Consulting is a woman-owned educational services firm based in Montana. They provide scaffolded support for coaches, principals, and superintendents to increase teacher effectiveness and improve student outcomes over the long term. Their consultants also provide coaching and professional development focused on systems and strategic processes that increase student achievement and improve teacher and leader effectiveness. Side-by-Side works with school districts, private institutions, and state agencies across the country, including both SEAs and more than 40 districts and education programs across Idaho and Montana.

Concord Evaluation Group

(\$75,000)

The external, summative evaluation will be led by Concord Evaluation Group (CEG). Dr. Christine Andrews Paulsen founded CEG in 2008. Dr. Paulsen has been conducting evaluation research since 1990. Since founding CEG, Dr. Paulsen has directed evaluation studies for several projects in both formal and informal educational settings focused on learners as well as educators. Her methodological areas of expertise include program evaluation, qualitative and quantitative research methods, statistics, and human factors research. As the principal research scientist at CEG, Dr. Paulsen is responsible for supervising all other research staff and consultants; managing budgets and timelines; conceptualizing research studies; developing study instruments, including web- and paper-based surveys, observational data collection tools, and other measures and instruments; data collection; performing descriptive, qualitative analyses as well as inferential, statistical analyses of quantitative data; report writing; and presenting research findings at client meetings, professional conferences, and in peer-reviewed journals. Dr. Paulsen has been working with Education Northwest since 2012 as part of the Regional Educational Laboratory Northwest.

Blueprint for Education

(\$30,000)

Blueprint for Education is a strategic consulting firm led by Sara Kraemer that focuses on designing impactful strategies to support high quality teachers and leaders across the educator continuum. In Idaho, we will work with Blueprint on implementing strategies to equitably attract, recruit, develop, and retain high quality teachers and leaders in high needs LEAs and schools, including rural and remote LEAs. Blueprint for Education was a technical assistance provider and subject matter expert for SEAs, LEAs, and schools from 2007-2016 for the U.S. Department of Education's Teacher Incentive Fund programs, and since 2017 for the Teacher Quality Programs Technical Assistance Center. The organization brings a distinctive systems-design lens to large- and small-scale innovation of educational systems.

Education Northwest has developed and maintains a set of procedures associated with purchasing and procurement standards following the requirements and guidance from the Code of Federal Regulations (CFR Sections 74.40-74.48). The procedures outline actions and guidelines to follow when purchasing all organization-wide items to ensure a standard is met.

Procurement Procedures and Systems: In addition to maintaining procedures to ensure avoidance of purchasing unnecessary items, the performance of cost and pricing analyses, and adherence to contractual obligations, Education Northwest maintains an automated purchasing system to facilitate tracking expenditures and subcontract agreement commitments on all contracts and grants. Accounting staff ensure records are kept ensuring competitive bids are received or justification for sole source selection is documented. Contracting vehicles contain standard and contract/grant specific terms, and conditions are executed ensuring conformance with each of the organization's contracts and grants.

Conflict of Interest Certifications: The organization maintains both employee and entity conflict of interest procedures to ensure no employee, officer, or agent has a financial or other interest in receiving an award, as well as ensuring no unfair competitive advantage has been obtained. Each employee, subcontractor, consultant, director, and officer of the organization receives annually the conflict of interest procedures and is required to sign a certification indicating their understanding, acceptance, and adherence.

7. Construction

Not applicable.

8. Other**\$147,738**

Postage and Shipping is estimated based on current usage. Actual expenses will be charged.

Duplication encompasses all Education Northwest duplication of materials through the use of its copier and offset duplication capabilities. It also includes the cost of printing by other third-party vendors when appropriate.

Education Northwest directly allocates the following four categories of cost:

- a. **Facilities** - Hourly rates for building rent are determined by dividing total occupancy costs by the square footage occupied by each organizational unit. The monthly costs are then allocated to final cost objectives based on staff hours charged.
- b. **Telecommunications** - Common equipment and service costs are allocated to Organization units based on the number of phone lines the unit has. Other equipment costs are charged to the units based on the phone company's tariff for the equipment in use by the unit.
- c. **Local Area Network (LAN)** - The costs of using the Organization's local area network (LAN) and system-wide infrastructure is accumulated and allocated out based on the number of LAN ports a program utilizes.
- d. **Center Expenses** - Each of Education Northwest's programmatic Centers incurs general operations and oversight costs specific to the Center. As these costs benefit the entire Center and are incurred in administering program grants and contracts within the Center, they are allocated based on staff hours charged.

Also included in this category are costs to support travel expenses for SEA Indian Education Directors from each state to attend the National Indian Education Association annual conference.

9. Total Direct Costs **\$822,211**

The amount that is the sum of expenditures, per budget categories one through eight.

10. Indirect Costs **\$177,789**

Education Northwest negotiates annually a fixed indirect cost rate with the U.S. Department of Education, Indirect Cost Group. The organization's indirect cost negotiator with the Department of Education is Mr. Andre Hylton: andre.hylton@ed.gov or (202) 245-7568.

Education Northwest's approved indirect cost rate for FY 2019 (January 1, 2019 – December 31, 2019) is 25.5%.

Per the Federal OMB Circular A-122, Education Northwest utilizes the Modified Total Direct Cost (MTDC) application of its indirect cost rate as it applies to subcontractor costs. The Circular states that the MTDC consists of subcontract costs up to the first \$25,000 per subcontract agreement per year.

11. Training Stipends

Not applicable.

12. Total Costs **\$1,000,000**

Sum total of direct costs, indirect costs, and stipends.

Budget Narrative

Year 4: October 1, 2022 – September 30, 2023

1. Personnel

\$335,431

Personnel salaries include basic compensation of all full-time or part-time employees, permanent or temporary, of Education Northwest regardless of type of appointment or method of payment. This budget includes annual 2.5% increases in salaries, which are estimated based on Board of Directors policy each December 1.

The table below presents the proposed Education Northwest staff member, percent FTE committed to the project, and the portion of salary to be charged project based on the allocation (i.e., if the staff member is allocated at 0.5 FTE, the salary represents 0.5 of the annual salary). Staff members to be compensated under Year 1 of the project are as follows:

Title & Role	Duties	FTE Salary	Importance
Marybeth Flachbart Project Director	<ul style="list-style-type: none"> • Manage all project activities • Supervise personnel and subcontractors • Develop and monitor budgets, authorize, and monitor expenditures • Provide training and technical assistance • Collaborate with other Education Northwest programs and federally funded service providers • Prepare required reports 	.75 FTE \$102,287	The position directs all work of the Center and provides efficient management of the project which is necessary to collaborate with partners, other Comprehensive Centers, and other Education Northwest programs to ensure seamless and coordinated services to the SEAs and proper use of federal funds.
Jennifer Esswein Idaho State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to ISDE • Lead the Idaho State Service Plan team in building the SEA's capacity to carry out consolidated plans • Lead the Idaho State Service Plan team in supporting CSI and TSI schools 	.25 FTE \$36,745	This position provides a single point of contact for the ISDE, closely monitors the client relationship and needs of the ISDE and leads the two state service plan teams in meeting the projects milestones and outcomes.
Aurora Moore Montana State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to MT OPI • Lead the Montana State Service Plan team on monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA • Lead the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.25 FTE \$27,036	This position provides a single point of contact for MT OPI, closely monitors the client relationship and needs of MT OPI, and leads the two state service plan teams in meeting the projects milestones and outcomes.

Title & Role	Duties	FTE Salary	Importance
Mandy Smoker-Broadus Capacity Specialist	<ul style="list-style-type: none"> Serve on the Montana State Service Plan team in monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA Serve on the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.17 FTE \$19,344	This position brings technical expertise in equity, inclusivity and cultural responsiveness, particularly in the realms of American Indian education and rural contexts.
Rosie Santana Capacity Specialist	<ul style="list-style-type: none"> Lead the regional Rural Schools Network team in assisting the Idaho and Montana SEAs in building a smaller rural network that focuses specifically on identifying and implementing evidence-based practices to meet the needs of rural educators and students. 	.30 FTE \$30,862	This position brings technical expertise in coaching and support at all levels of the school system centered on collective school improvement and student achievement.
Ira Pollack Knowledge Manager	<ul style="list-style-type: none"> Provide online research and reference services Develop and disseminate collections of education-related materials Attend internal state meetings and meetings with SEA leadership teams to ensure connections across states and projects 	.25 FTE \$23,485	This position ensures that project staff has information on the latest research-based practices to guide project plans. This position will also help SEAs increase knowledge and skills in each of the service plan focus areas and ensure effective communication across projects and states about ongoing work.
Fiona Innes Helsel Internal Formative Evaluator	<ul style="list-style-type: none"> Provide ongoing feedback to internal staff for continuous improvement purposes Collect data to assess region 17's targeted and universal technical assistance services Work with the region 17 technical assistance staff to provide the necessary information to the external evaluator for the summative evaluation, particularly for the intensive technical assistance services 	.15 FTE \$24,212	This position ensures a strong Internal formative evaluation that will be used to monitor program processes to achieve project objectives. Works with Director to provide ongoing feedback to inform project activities and determine needed mid-course corrections.
Kate Fitzgibbon Communications Coordinator	<ul style="list-style-type: none"> Lead multiple dissemination and outreach activities to inform and engage SEAs in the broad portfolio of work conducted through this project. Use content development, social media, and other mass communication platforms, to ensure the right people get the information they need when they need it 	.09 FTE \$8,306	This position will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.

Title & Role	Duties	FTE Salary	Importance
Additional Capacity Specialists	<ul style="list-style-type: none"> Serve on the State Service Plan teams and lead activities in service to the SEAs and stakeholders in meeting project milestones and outcomes 	.33 FTE \$34,028	These positions consist of diverse experts in a wide variety of subject areas who can be deployed to support the needs of ISDE and OPI. Brief bios of identified staff are included in narrative section.
Additional Communications Team	<ul style="list-style-type: none"> Assist Communications Coordinator in dissemination and outreach activities, content development, social media, and other mass communication platforms 	.08 FTE \$7,782	These positions will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.
Suzanne Hay Financial Administrator	<ul style="list-style-type: none"> Support the Director Coordinate 524b annual reporting and monthly budget reporting; analyze and report on task and project expenditures Support state service managers on project management issues; including staffing and other expenditures 	.15 FTE \$11,897	This position ensures budgets are consistently monitored for accuracy and latest financial information is reported to Director on a timely basis. Ensures timely and efficient submission of project reports to funding agency.
Johna Coffey Project Support	<ul style="list-style-type: none"> Provide administrative support for all project staff. Schedules and participates in meetings Supports the Director by compiling reports for the program officer. Provides travel support to project staff, arranging flights, booking hotels, and registering for conferences. 	.20 FTE \$9,447	This position provides efficient, consistent administrative support essential to project staff to ensure excellent service to SEAs and partners.

Calculation of Effective Rate for Salary Expense:

Each employee's actual salary is based on working hours in the contractual period. One full-time equivalent equals 2,080 hours for professional staff (8 hours per day). The hourly salary rate is then adjusted to provide for paid time off (PTO). An example of the computation of the daily rate for salary costs for an "exempt" employee earning \$40,000 per year follows:

Typical number of work hours per year:	2,080
Less: Holidays	(80)
Vacation	(160)
<u>PTO (experience)</u>	<u>(80)</u>
Chargeable time	1,760

Salary -- \$40,000 divided by 1,760 is \$22.73 per hour

2. Fringe Benefits**\$128,805**

Fringe benefits consist of Education Northwest's share of costs for employee health and life insurance, retirement plans, FICA, and Workman's Compensation.

Fringe benefits are charged as direct costs applied as a percentage of total labor as follows:

- For long-term staff working .5 full-time equivalent (FTE) or more, benefits are charged at 38.4%. This is the average rate for required payroll taxes and Education Northwest's share of optional benefits for such staff.
- For temporary staff and long-term staff working less than .5 FTE, benefits are charged at 9.0%. This is the employer cost of required payroll taxes.

3. Travel**\$12,471**

Staff travel will be necessary to meet with and provide technical assistance to SEAs to ensure the successful completion of SEA work plans. The Project Director, State Coordinators, and Technical Assistance Specialists will travel to the states to conduct work.

Travel includes subsistence and transportation expenses. Subsistence expenses include lodging, based on actual anticipated costs, and per diem for meals and incidentals, based on amounts set by the Federal Government's General Services Administration (GSA). Transportation costs include costs for commercial carriers, and other transportation, including auto rental expense, taxi fares, parking at airports, and mileage at the current GSA rate per mile. Air fares have been budgeted at current economy rates.

Year 1 estimated travel costs; all trips originate from Boise, Idaho:

To	Purpose	Travel Estimates					No. of Trips	Total Cost
		Lodging	Per Diem	Air	Ground	Trip Total		
Boise, Idaho (day trips)	Meet with SEA staff; provide technical assistance	NA	NA	NA	\$100	\$100	8	\$800
Helena, Montana (1 night per trip)	Meet with SEA staff; provide technical assistance	\$101	\$66	\$350	\$100	\$617	8	\$4,936
Washington, DC (3 nights per trip)	Project Director meetings	\$753	\$228	\$850	\$350	\$2,181	2	\$4,362
Regional Cities (1 night per trip)	Regional project activities	\$150	\$66	\$350	\$225	\$791	3	\$2,373

4. Equipment

Not applicable.

5. Supplies**\$211**

Supplies include items that are ordinarily consumed within one year of purchase such as pencils, pens, paper, etc. Actual cost of supplies is charged.

In addition, educational materials, including books, periodicals, reprints, subscriptions, etc., are budgeted in this category, as well as special items not otherwise classified, including replacement items and all equipment items of a durable nature with a life expectancy of less than one year or under \$5,000 in unit value.

6. Contractual**\$200,000**

Education Northwest identified subcontractors and consultants based on their particular expertise. These subcontractors and consultants provide unique knowledge and skills necessary to carry out the service plans successfully.

Side-By-Side Educational Consulting

(\$95,000)

Side-by-Side Educational Consulting will provide subject matter expertise, deliver capacity building services, and contribute to the execution of the state service plans. Side-by-Side Consulting is a woman-owned educational services firm based in Montana. They provide scaffolded support for coaches, principals, and superintendents to increase teacher effectiveness and improve student outcomes over the long term. Their consultants also provide coaching and professional development focused on systems and strategic processes that increase student achievement and improve teacher and leader effectiveness. Side-by-Side works with school districts, private institutions, and state agencies across the country, including both SEAs and more than 40 districts and education programs across Idaho and Montana.

Concord Evaluation Group

(\$75,000)

The external, summative evaluation will be led by Concord Evaluation Group (CEG). Dr. Christine Andrews Paulsen founded CEG in 2008. Dr. Paulsen has been conducting evaluation research since 1990. Since founding CEG, Dr. Paulsen has directed evaluation studies for several projects in both formal and informal educational settings focused on learners as well as educators. Her methodological areas of expertise include program evaluation, qualitative and quantitative research methods, statistics, and human factors research. As the principal research scientist at CEG, Dr. Paulsen is responsible for supervising all other research staff and consultants; managing budgets and timelines; conceptualizing research studies; developing study instruments, including web- and paper-based surveys, observational data collection tools, and other measures and instruments; data collection; performing descriptive, qualitative analyses as well as inferential, statistical analyses of quantitative data; report writing; and presenting research findings at client meetings, professional conferences, and in peer-reviewed journals. Dr. Paulsen has been working with Education Northwest since 2012 as part of the Regional Educational Laboratory Northwest.

Blueprint for Education

(\$30,000)

Blueprint for Education is a strategic consulting firm led by Sara Kraemer that focuses on designing impactful strategies to support high quality teachers and leaders across the educator continuum. In Idaho, we will work with Blueprint on implementing strategies to equitably attract, recruit, develop, and retain high quality teachers and leaders in high needs LEAs and schools, including rural and remote LEAs. Blueprint for Education was a technical assistance provider and subject matter expert for SEAs, LEAs, and schools from 2007-2016 for the U.S. Department of Education's Teacher Incentive Fund programs, and since 2017 for the Teacher Quality Programs Technical Assistance Center. The organization brings a distinctive systems-design lens to large- and small-scale innovation of educational systems.

Education Northwest has developed and maintains a set of procedures associated with purchasing and procurement standards following the requirements and guidance from the Code of Federal Regulations (CFR Sections 74.40-74.48). The procedures outline actions and guidelines to follow when purchasing all organization-wide items to ensure a standard is met.

Procurement Procedures and Systems: In addition to maintaining procedures to ensure avoidance of purchasing unnecessary items, the performance of cost and pricing analyses, and adherence to contractual obligations, Education Northwest maintains an automated purchasing system to facilitate tracking expenditures and subcontract agreement commitments on all contracts and grants. Accounting staff ensure records are kept ensuring competitive bids are received or justification for sole source selection is documented. Contracting vehicles contain standard and contract/grant specific terms, and conditions are executed ensuring conformance with each of the organization's contracts and grants.

Conflict of Interest Certifications: The organization maintains both employee and entity conflict of interest procedures to ensure no employee, officer, or agent has a financial or other interest in receiving an award, as well as ensuring no unfair competitive advantage has been obtained. Each employee, subcontractor, consultant, director, and officer of the organization receives annually the conflict of interest procedures and is required to sign a certification indicating their understanding, acceptance, and adherence.

7. Construction

Not applicable.

8. Other**\$145,293**

Postage and Shipping is estimated based on current usage. Actual expenses will be charged.

Duplication encompasses all Education Northwest duplication of materials through the use of its copier and offset duplication capabilities. It also includes the cost of printing by other third-party vendors when appropriate.

Education Northwest directly allocates the following four categories of cost:

- a. **Facilities** - Hourly rates for building rent are determined by dividing total occupancy costs by the square footage occupied by each organizational unit. The monthly costs are then allocated to final cost objectives based on staff hours charged.
- b. **Telecommunications** - Common equipment and service costs are allocated to Organization units based on the number of phone lines the unit has. Other equipment costs are charged to the units based on the phone company's tariff for the equipment in use by the unit.
- c. **Local Area Network (LAN)** - The costs of using the Organization's local area network (LAN) and system-wide infrastructure is accumulated and allocated out based on the number of LAN ports a program utilizes.
- d. **Center Expenses** - Each of Education Northwest's programmatic Centers incurs general operations and oversight costs specific to the Center. As these costs benefit the entire Center and are incurred in administering program grants and contracts within the Center, they are allocated based on staff hours charged.

Also included in this category are costs to support travel expenses for SEA Indian Education Directors from each state to attend the National Indian Education Association annual conference.

9. Total Direct Costs **\$822,211**

The amount that is the sum of expenditures, per budget categories one through eight.

10. Indirect Costs **\$177,789**

Education Northwest negotiates annually a fixed indirect cost rate with the U.S. Department of Education, Indirect Cost Group. The organization's indirect cost negotiator with the Department of Education is Mr. Andre Hylton: andre.hylton@ed.gov or (202) 245-7568.

Education Northwest's approved indirect cost rate for FY 2019 (January 1, 2019 – December 31, 2019) is 25.5%.

Per the Federal OMB Circular A-122, Education Northwest utilizes the Modified Total Direct Cost (MTDC) application of its indirect cost rate as it applies to subcontractor costs. The Circular states that the MTDC consists of subcontract costs up to the first \$25,000 per subcontract agreement per year.

11. Training Stipends

Not applicable.

12. Total Costs **\$1,000,000**

Sum total of direct costs, indirect costs, and stipends.

Budget Narrative

Year 5: October 1, 2023 – September 30, 2024

1. Personnel

\$336,975

Personnel salaries include basic compensation of all full-time or part-time employees, permanent or temporary, of Education Northwest regardless of type of appointment or method of payment. This budget includes annual 2.5% increases in salaries, which are estimated based on Board of Directors policy each December 1.

The table below presents the proposed Education Northwest staff member, percent FTE committed to the project, and the portion of salary to be charged project based on the allocation (i.e., if the staff member is allocated at 0.5 FTE, the salary represents 0.5 of the annual salary). Staff members to be compensated under Year 1 of the project are as follows:

Title & Role	Duties	FTE Salary	Importance
Marybeth Flachbart Project Director	<ul style="list-style-type: none"> • Manage all project activities • Supervise personnel and subcontractors • Develop and monitor budgets, authorize, and monitor expenditures • Provide training and technical assistance • Collaborate with other Education Northwest programs and federally funded service providers • Prepare required reports 	.75 FTE \$104,844	The position directs all work of the Center and provides efficient management of the project which is necessary to collaborate with partners, other Comprehensive Centers, and other Education Northwest programs to ensure seamless and coordinated services to the SEAs and proper use of federal funds.
Jennifer Esswein Idaho State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to ISDE • Lead the Idaho State Service Plan team in building the SEA's capacity to carry out consolidated plans • Lead the Idaho State Service Plan team in supporting CSI and TSI schools 	.25 FTE \$37,663	This position provides a single point of contact for the ISDE, closely monitors the client relationship and needs of the ISDE and leads the two state service plan teams in meeting the projects milestones and outcomes.
Aurora Moore Montana State Service Manager	<ul style="list-style-type: none"> • Serve as point of contact and liaison to MT OPI • Lead the Montana State Service Plan team on monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA • Lead the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.25 FTE \$27,712	This position provides a single point of contact for MT OPI, closely monitors the client relationship and needs of MT OPI, and leads the two state service plan teams in meeting the projects milestones and outcomes.

Title & Role	Duties	FTE Salary	Importance
Mandy Smoker-Broadus Capacity Specialist	<ul style="list-style-type: none"> Serve on the Montana State Service Plan team in monitoring, evaluating and rev-visioning the state's approach to providing comprehensive support and improvement services in implementing ESSA Serve on the Montana State Service Plan team in increasing instructional leadership in rural schools serving high percentages of disadvantaged students 	.17 FTE \$19,828	This position brings technical expertise in equity, inclusivity and cultural responsiveness, particularly in the realms of American Indian education and rural contexts.
Rosie Santana Capacity Specialist	<ul style="list-style-type: none"> Lead the regional Rural Schools Network team in assisting the Idaho and Montana SEAs in building a smaller rural network that focuses specifically on identifying and implementing evidence-based practices to meet the needs of rural educators and students. 	.25 FTE \$26,361	This position brings technical expertise in coaching and support at all levels of the school system centered on collective school improvement and student achievement.
Ira Pollack Knowledge Manager	<ul style="list-style-type: none"> Provide online research and reference services Develop and disseminate collections of education-related materials Attend internal state meetings and meetings with SEA leadership teams to ensure connections across states and projects 	.25 FTE \$24,072	This position ensures that project staff has information on the latest research-based practices to guide project plans. This position will also help SEAs increase knowledge and skills in each of the service plan focus areas and ensure effective communication across projects and states about ongoing work.
Fiona Innes Helsel Internal Formative Evaluator	<ul style="list-style-type: none"> Provide ongoing feedback to internal staff for continuous improvement purposes Collect data to assess region 17's targeted and universal technical assistance services Work with the region 17 technical assistance staff to provide the necessary information to the external evaluator for the summative evaluation, particularly for the intensive technical assistance services 	.15 FTE \$24,817	This position ensures a strong Internal formative evaluation that will be used to monitor program processes to achieve project objectives. Works with Director to provide ongoing feedback to inform project activities and determine needed mid-course corrections.
Kate Fitzgibbon Communications Coordinator	<ul style="list-style-type: none"> Lead multiple dissemination and outreach activities to inform and engage SEAs in the broad portfolio of work conducted through this project. Use content development, social media, and other mass communication platforms, to ensure the right people get the information they need when they need it 	.09 FTE \$8,514	This position will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.

Title & Role	Duties	FTE Salary	Importance
Additional Capacity Specialists	<ul style="list-style-type: none"> Serve on the State Service Plan teams and lead activities in service to the SEAs and stakeholders in meeting project milestones and outcomes 	.32 FTE \$33,310	These positions consist of diverse experts in a wide variety of subject areas who can be deployed to support the needs of ISDE and OPI. Brief bios of identified staff are included in narrative section.
Additional Communications Team	<ul style="list-style-type: none"> Assist Communications Coordinator in dissemination and outreach activities, content development, social media, and other mass communication platforms 	.08 FTE \$7,976	These positions will ensure two-way communication with our clients and other stakeholders to help guide the evolving priorities for the work and ensure we achieve agreed-upon outcomes, milestones, and tangible improvements.
Suzanne Hay Financial Administrator	<ul style="list-style-type: none"> Support the Director Coordinate 524b annual reporting and monthly budget reporting; analyze and report on task and project expenditures Support state service managers on project management issues; including staffing and other expenditures 	.15 FTE \$12,195	This position ensures budgets are consistently monitored for accuracy and latest financial information is reported to Director on a timely basis. Ensures timely and efficient submission of project reports to funding agency.
Johna Coffey Project Support	<ul style="list-style-type: none"> Provide administrative support for all project staff. Schedules and participates in meetings Supports the Director by compiling reports for the program officer. Provides travel support to project staff, arranging flights, booking hotels, and registering for conferences. 	.20 FTE \$9,683	This position provides efficient, consistent administrative support essential to project staff to ensure excellent service to SEAs and partners.

Calculation of Effective Rate for Salary Expense:

Each employee's actual salary is based on working hours in the contractual period. One full-time equivalent equals 2,080 hours for professional staff (8 hours per day). The hourly salary rate is then adjusted to provide for paid time off (PTO). An example of the computation of the daily rate for salary costs for an "exempt" employee earning \$40,000 per year follows:

Typical number of work hours per year:	2,080
Less: Holidays	(80)
Vacation	(160)
<u>PTO (experience)</u>	<u>(80)</u>
Chargeable time	1,760

Salary -- \$40,000 divided by 1,760 is \$22.73 per hour

2. Fringe Benefits**\$129,399**

Fringe benefits consist of Education Northwest's share of costs for employee health and life insurance, retirement plans, FICA, and Workman's Compensation.

Fringe benefits are charged as direct costs applied as a percentage of total labor as follows:

- For long-term staff working .5 full-time equivalent (FTE) or more, benefits are charged at 38.4%. This is the average rate for required payroll taxes and Education Northwest's share of optional benefits for such staff.
- For temporary staff and long-term staff working less than .5 FTE, benefits are charged at 9.0%. This is the employer cost of required payroll taxes.

3. Travel**\$12,471**

Staff travel will be necessary to meet with and provide technical assistance to SEAs to ensure the successful completion of SEA work plans. The Project Director, State Coordinators, and Technical Assistance Specialists will travel to the states to conduct work.

Travel includes subsistence and transportation expenses. Subsistence expenses include lodging, based on actual anticipated costs, and per diem for meals and incidentals, based on amounts set by the Federal Government's General Services Administration (GSA). Transportation costs include costs for commercial carriers, and other transportation, including auto rental expense, taxi fares, parking at airports, and mileage at the current GSA rate per mile. Air fares have been budgeted at current economy rates.

Year 1 estimated travel costs; all trips originate from Boise, Idaho:

To	Purpose	Travel Estimates					No. of Trips	Total Cost
		Lodging	Per Diem	Air	Ground	Trip Total		
Boise, Idaho (day trips)	Meet with SEA staff; provide technical assistance	NA	NA	NA	\$100	\$100	8	\$800
Helena, Montana (1 night per trip)	Meet with SEA staff; provide technical assistance	\$101	\$66	\$350	\$100	\$617	8	\$4,936
Washington, DC (3 nights per trip)	Project Director meetings	\$753	\$228	\$850	\$350	\$2,181	2	\$4,362
Regional Cities (1 night per trip)	Regional project activities	\$150	\$66	\$350	\$225	\$791	3	\$2,373

4. Equipment

Not applicable.

5. Supplies**\$220**

Supplies include items that are ordinarily consumed within one year of purchase such as pencils, pens, paper, etc. Actual cost of supplies is charged.

In addition, educational materials, including books, periodicals, reprints, subscriptions, etc., are budgeted in this category, as well as special items not otherwise classified, including replacement items and all equipment items of a durable nature with a life expectancy of less than one year or under \$5,000 in unit value.

6. Contractual**\$200,000**

Education Northwest identified subcontractors and consultants based on their particular expertise. These subcontractors and consultants provide unique knowledge and skills necessary to carry out the service plans successfully.

Side-By-Side Educational Consulting**(\$95,000)**

Side-by-Side Educational Consulting will provide subject matter expertise, deliver capacity building services, and contribute to the execution of the state service plans. Side-by-Side Consulting is a woman-owned educational services firm based in Montana. They provide scaffolded support for coaches, principals, and superintendents to increase teacher effectiveness and improve student outcomes over the long term. Their consultants also provide coaching and professional development focused on systems and strategic processes that increase student achievement and improve teacher and leader effectiveness. Side-by-Side works with school districts, private institutions, and state agencies across the country, including both SEAs and more than 40 districts and education programs across Idaho and Montana.

Concord Evaluation Group**(\$75,000)**

The external, summative evaluation will be led by Concord Evaluation Group (CEG). Dr. Christine Andrews Paulsen founded CEG in 2008. Dr. Paulsen has been conducting evaluation research since 1990. Since founding CEG, Dr. Paulsen has directed evaluation studies for several projects in both formal and informal educational settings focused on learners as well as educators. Her methodological areas of expertise include program evaluation, qualitative and quantitative research methods, statistics, and human factors research. As the principal research scientist at CEG, Dr. Paulsen is responsible for supervising all other research staff and consultants; managing budgets and timelines; conceptualizing research studies; developing study instruments, including web- and paper-based surveys, observational data collection tools, and other measures and instruments; data collection; performing descriptive, qualitative analyses as well as inferential, statistical analyses of quantitative data; report writing; and presenting research findings at client meetings, professional conferences, and in peer-reviewed journals. Dr. Paulsen has been working with Education Northwest since 2012 as part of the Regional Educational Laboratory Northwest.

Blueprint for Education

(\$30,000)

Blueprint for Education is a strategic consulting firm led by Sara Kraemer that focuses on designing impactful strategies to support high quality teachers and leaders across the educator continuum. In Idaho, we will work with Blueprint on implementing strategies to equitably attract, recruit, develop, and retain high quality teachers and leaders in high needs LEAs and schools, including rural and remote LEAs. Blueprint for Education was a technical assistance provider and subject matter expert for SEAs, LEAs, and schools from 2007-2016 for the U.S. Department of Education's Teacher Incentive Fund programs, and since 2017 for the Teacher Quality Programs Technical Assistance Center. The organization brings a distinctive systems-design lens to large- and small-scale innovation of educational systems.

Education Northwest has developed and maintains a set of procedures associated with purchasing and procurement standards following the requirements and guidance from the Code of Federal Regulations (CFR Sections 74.40-74.48). The procedures outline actions and guidelines to follow when purchasing all organization-wide items to ensure a standard is met.

Procurement Procedures and Systems: In addition to maintaining procedures to ensure avoidance of purchasing unnecessary items, the performance of cost and pricing analyses, and adherence to contractual obligations, Education Northwest maintains an automated purchasing system to facilitate tracking expenditures and subcontract agreement commitments on all contracts and grants. Accounting staff ensure records are kept ensuring competitive bids are received or justification for sole source selection is documented. Contracting vehicles contain standard and contract/grant specific terms, and conditions are executed ensuring conformance with each of the organization's contracts and grants.

Conflict of Interest Certifications: The organization maintains both employee and entity conflict of interest procedures to ensure no employee, officer, or agent has a financial or other interest in receiving an award, as well as ensuring no unfair competitive advantage has been obtained. Each employee, subcontractor, consultant, director, and officer of the organization receives annually the conflict of interest procedures and is required to sign a certification indicating their understanding, acceptance, and adherence.

7. Construction

Not applicable.

8. Other**\$143,146**

Postage and Shipping is estimated based on current usage. Actual expenses will be charged.

Duplication encompasses all Education Northwest duplication of materials through the use of its copier and offset duplication capabilities. It also includes the cost of printing by other third-party vendors when appropriate.

Education Northwest directly allocates the following four categories of cost:

- a. **Facilities** - Hourly rates for building rent are determined by dividing total occupancy costs by the square footage occupied by each organizational unit. The monthly costs are then allocated to final cost objectives based on staff hours charged.
- b. **Telecommunications** - Common equipment and service costs are allocated to Organization units based on the number of phone lines the unit has. Other equipment costs are charged to the units based on the phone company's tariff for the equipment in use by the unit.
- c. **Local Area Network (LAN)** - The costs of using the Organization's local area network (LAN) and system-wide infrastructure is accumulated and allocated out based on the number of LAN ports a program utilizes.
- d. **Center Expenses** - Each of Education Northwest's programmatic Centers incurs general operations and oversight costs specific to the Center. As these costs benefit the entire Center and are incurred in administering program grants and contracts within the Center, they are allocated based on staff hours charged.

Also included in this category are costs to support travel expenses for SEA Indian Education Directors from each state to attend the National Indian Education Association annual conference.

9. Total Direct Costs **\$822,211**

The amount that is the sum of expenditures, per budget categories one through eight.

10. Indirect Costs **\$177,789**

Education Northwest negotiates annually a fixed indirect cost rate with the U.S. Department of Education, Indirect Cost Group. The organization's indirect cost negotiator with the Department of Education is Mr. Andre Hylton: andre.hylton@ed.gov or (202) 245-7568.

Education Northwest's approved indirect cost rate for FY 2019 (January 1, 2019 – December 31, 2019) is 25.5%.

Per the Federal OMB Circular A-122, Education Northwest utilizes the Modified Total Direct Cost (MTDC) application of its indirect cost rate as it applies to subcontractor costs. The Circular states that the MTDC consists of subcontract costs up to the first \$25,000 per subcontract agreement per year.

11. Training Stipends

Not applicable.

12. Total Costs **\$1,000,000**

Sum total of direct costs, indirect costs, and stipends.